DOCUMENT RESUME

ED 431 831 UD 032 974

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TITLE Plans of the 1997 Graduates, Los Angeles Unified School District. Publication No. 700.
INSTITUTION Los Angeles Unified School District, CA. Program Evaluation and Research Branch.
PUB DATE 1998-09-00
NOTE 113p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Academic Aspiration; College Bound Students; College Entrance Examinations; Course Selection (Students); *Educational Experience; *High School Graduates; High Schools; Questionnaires; *Student Attitudes; Student Employment; Student Surveys; Tables (Data); *Urban Education
IDENTIFIERS *Los Angeles Unified School District CA

ABSTRACT

This report provides information on the educational experiences and plans of the Los Angeles Unified School District (LAUSD) (California) 1997 graduates. Seniors from regular, continuation, and opportunity high schools and schools of choice and for handicapped students were surveyed. In October 1996, there were 27,387 seniors in the LAUSD schools. Of these, 15,496 completed questionnaires for the survey. Approximately half of these students held part-time jobs while in high school. A large percentage took general academics (48%) and college preparatory courses (48%), and only 4% took vocational courses. Over 16% of these seniors had taken English-as-a-Second-Language courses. As of one month before graduation, 51% of the seniors had taken the Scholastic Assessment Tests and 20% had taken the ACT Assessment. About 36% of the seniors planned to attend 4-year colleges and 25% planned to attend 2- year colleges. Seniors noted their teachers and the quality of education as the best features of their schools, and they rated all areas of their instruction as close to "above average." While they considered their schools' reputations, spirit, and instructional programs as "average," they rated the condition of their school buildings and classrooms as slightly "below average." Appendixes contain tables of study data and the student survey. (Contains 13 figures and 26 tables.) (SLD)

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PLANS OF THE 1997 GRADUATES

LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLICATION NO. 700

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PLANS OF THE 1997 GRADUATES

LOS ANGELES UNIFIED SCHOOL DISTRICT

Publication No. 700

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Program Evaluation and Research Branch

Research and Evaluation Unit

Los Angeles Unified School District

September 1998

LOS ANGELES UNIFIED SCHOOL DISTRICT

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Executive Summary

The report provides information on the educational experiences and plans of the Los Angeles Unified School District 1997 graduates. Seniors from regular, continuation, and opportunity high schools, and schools of choice and for handicapped students were surveyed.

These were the primary findings:

- As of October 1996, 27,387 seniors were enrolled in LAUSD high schools. Of these, 15,496 (57%) completed questionnaires for this study.
- Approximately half of the seniors (52%) held part-time jobs while in high school.
- A large percentage of seniors took general academics (48%) and college preparatory courses (48%), while a much smaller percentage took vocational courses (4%).
- Over 16% of the seniors had taken English as a Second Language (ESL) classes.
- As of one month before graduation, 51% of the seniors had taken the Scholastic Aptitude Test (SAT) and 20% had taken the American College Test (ACT).
- The grade point average among the seniors was 2.8.
- Approximately 32% of the seniors spent more than 2 hours each day doing homework. Another 22% spent about 3 to 4 hours each week doing homework.
- About 16% of the seniors had considered dropping out of school but changed their minds. Many seniors considered dropping out because of poor grades (15%) and attendance problems (13%). On the other hand, many seniors changed their minds because they believed it was important to graduate (37%) and were encouraged by family to stay in school (20%).
- Almost all (96%) of the seniors had taken algebra by the time they reached 12th grade. The grade point average for algebra across different grade levels was 2.6.

- Many seniors wished they had taken computer science (23%) and business education (21%) courses while in high school but did not. Other seniors were interested in industrial arts (11%) and fine arts (10%) courses.
- Approximately 36% of the seniors planned to attend 4-year colleges full-time, and 25% planned to attend 2-year colleges.
- Relative to future employment, the highest number of seniors planned to be teachers.
- The respondents named 288 colleges and universities or vocational and technical schools they planned to attend in Fall 1997. The 2-year colleges most frequently named were Santa Monica College, Pierce City College, and Valley College. The most frequently named 4-year colleges and universities were California State University, Northridge, California State University, Los Angeles, and California State University, Long Beach.
- Seniors noted their teachers and quality of education (17%) as the best features of their schools. On the other hand, seniors identified lack of money as the greatest problem (30%) facing high schools; other problems mentioned frequently were students' lack of interest (15%) and school overcrowding (10%).
- Seniors rated all areas of their instruction as close to Above Average ratings.
- Seniors rated their schools' reputation, spirit, and instructional programs as Average. However, they rated the condition of their school buildings and classrooms as slightly Below Average.

Introduction

Plans of the Graduates is one in a series of annual studies of high school students in the Los Angeles Unified School District (LAUSD). The present study surveyed the educational experiences and plans of the district's 1997 graduates. The graduates were students from the district's regular high schools, continuation high schools, schools of choice, special education schools, and opportunity schools. Graduates in adult division schools were not included.

Survey Procedures

Surveys were sent to high schools during the 2nd semester, approximately 1 month before graduation. The number of forms sent to schools was based on 12th grade enrollment reported in the 1996 *Fall Ethnic Survey*, which totaled 27,387 seniors. Extra forms were included in case senior enrollment had increased over the norm day counts. Graduating seniors were directed by school staffs to complete the forms. Completed forms were returned to the Program Evaluation and Research Branch (PERB) office for analyses.

A three-part, 32-item questionnaire, Spring 1997 Survey of 12th Graders, developed by the PERB staff and slightly modified from the Spring 1996 edition, was used to gather data for the report.

Part I of the questionnaire, High School Experience, consisted of 25 questions that requested students' background information, which included name, sex, ethnicity, and birthdate. This section also included questions that investigated students' completed high school experiences.

Part II, Plans, consisted of three questions about students' plans for higher education and their plans for employment. Specifically, seniors were asked to name the higher education

institutions they planned to attend the following fall. They were also asked to declare their future occupations.

Part III. Opinions. consisted of four questions. Two of them afforded seniors the opportunity to identify their school's problems and best features. Seniors then rated various aspects of their schools for the remaining questions.

Analysis Procedures

Data were summarized with frequencies, percentages, and means. Findings are presented in figures and tables. Figures appear within the text, and tables are in the Appendix. Data for individual schools are not included, with the exception of Table A-1.

Findings

Although the number of seniors enrolled in LAUSD senior high schools approached 27,400, only 15,496 (57%) returned survey forms. The data showed that 46% of the questionnaires were from male students and 54% from female students. The median age of the responding seniors was 18 years old, and approximately 60% of the respondents lived within their schools' attendance area. Relative to ethnic background, Hispanic, Black, and White students comprised the largest proportions of respondents. These groups also comprised the largest proportions of the District's 12th grade enrollment (Figures 1 & 2; Table A-2).

Approximately 96% of the responding seniors expected to graduate in June 1997, with slight variation by ethnic and gender groups (Table A-3). Less than 1% of the responding seniors expected letters of recommendation instead of diplomas. It is logical to conclude that the students who expected to receive letters of recommendation were in various special education

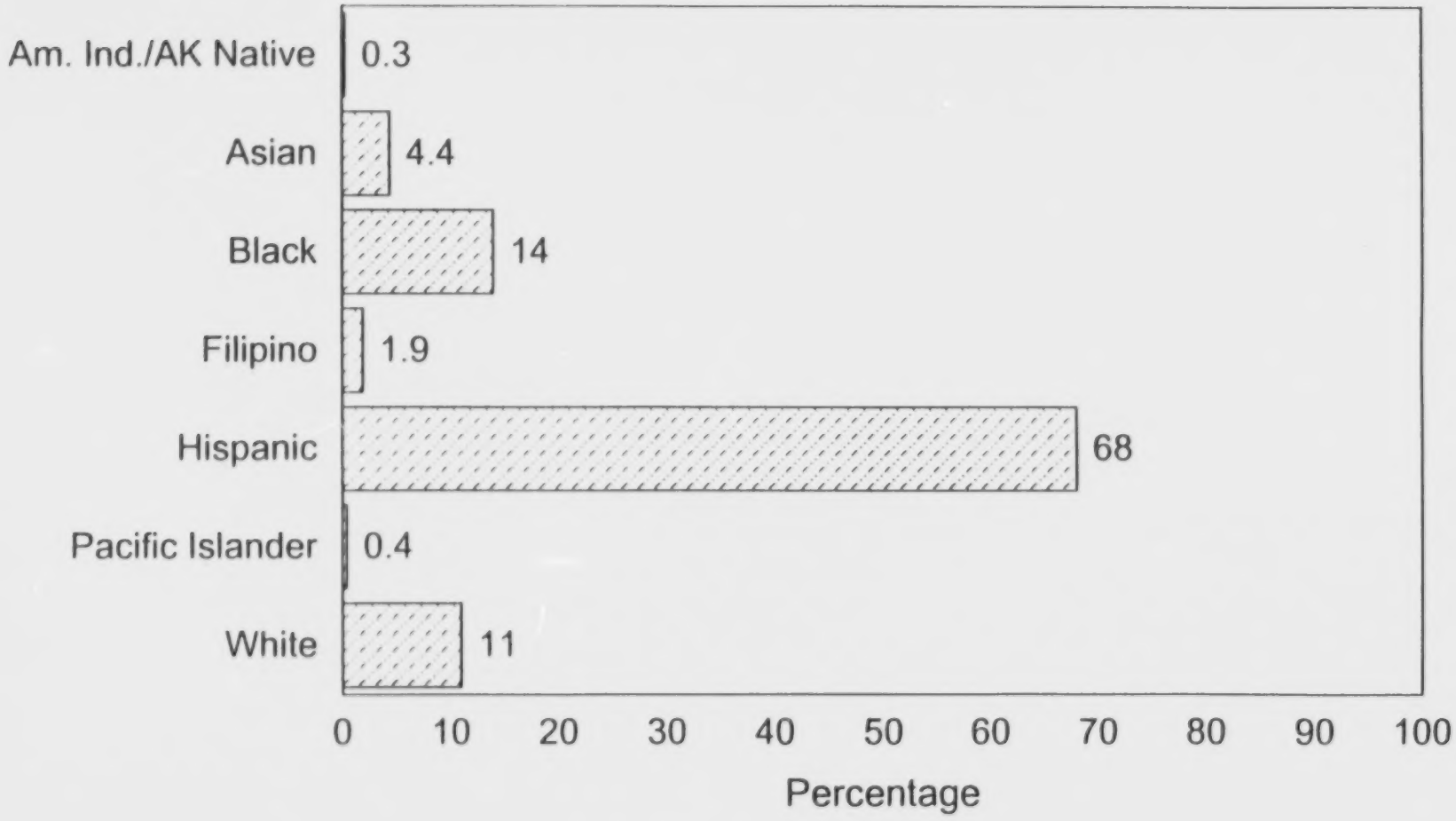

Figure 1. Ethnic representation of all LAUSD seniors, fall 1996 (N=27,387).

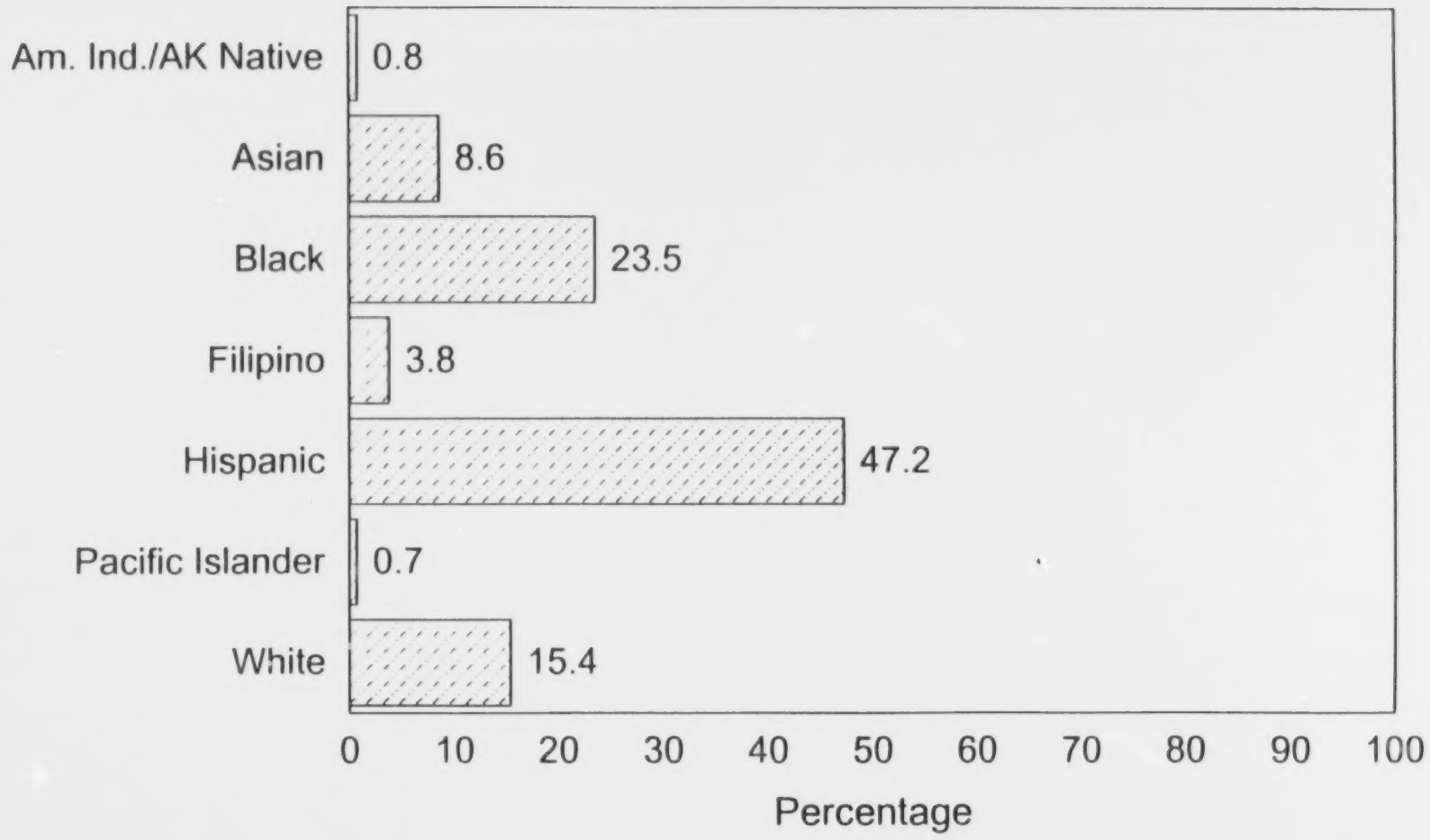

Figure 2. Ethnic representation of responding seniors (N=14,800).

programs. By district policy, only handicapped students with active Individualized Educational Programs (IEPs) are eligible for a letter of recommendation.

Part-Time Employment While in High School

Figure 3 and Table A-4 shows that slightly more than half of the responding seniors held part-time jobs while in high school. An ethnic breakdown of the data revealed that all ethnic groups reported a higher number of part-time workers than Asian students. The percentages of male and female students who worked part-time were the same.

Academic Preparation

A large percentage of seniors took general academics (48%) and college preparatory courses (48%), while a much smaller percentage (4%) took vocational courses (Figure 4). Relative to ethnic group interest, American Indian/Alaskan Native students (57%) were slightly more likely to pursue general academic courses, while Asian students (65%) were slightly more likely to pursue college preparatory courses (Figure 5; Table A-5). Male students were slightly more likely to take general academic courses, whereas female students were slightly more likely to take college preparatory courses.

English as a Second Language (ESL)

Over 2,400 (16%) of the 15,496 responding seniors had taken ESL courses. Asian (19%), and Black and Hispanic (18%) students comprised the larger groups of ESL students, while American Indian/Alaskan Native (5%), Pacific Islander (7%), White (8%)

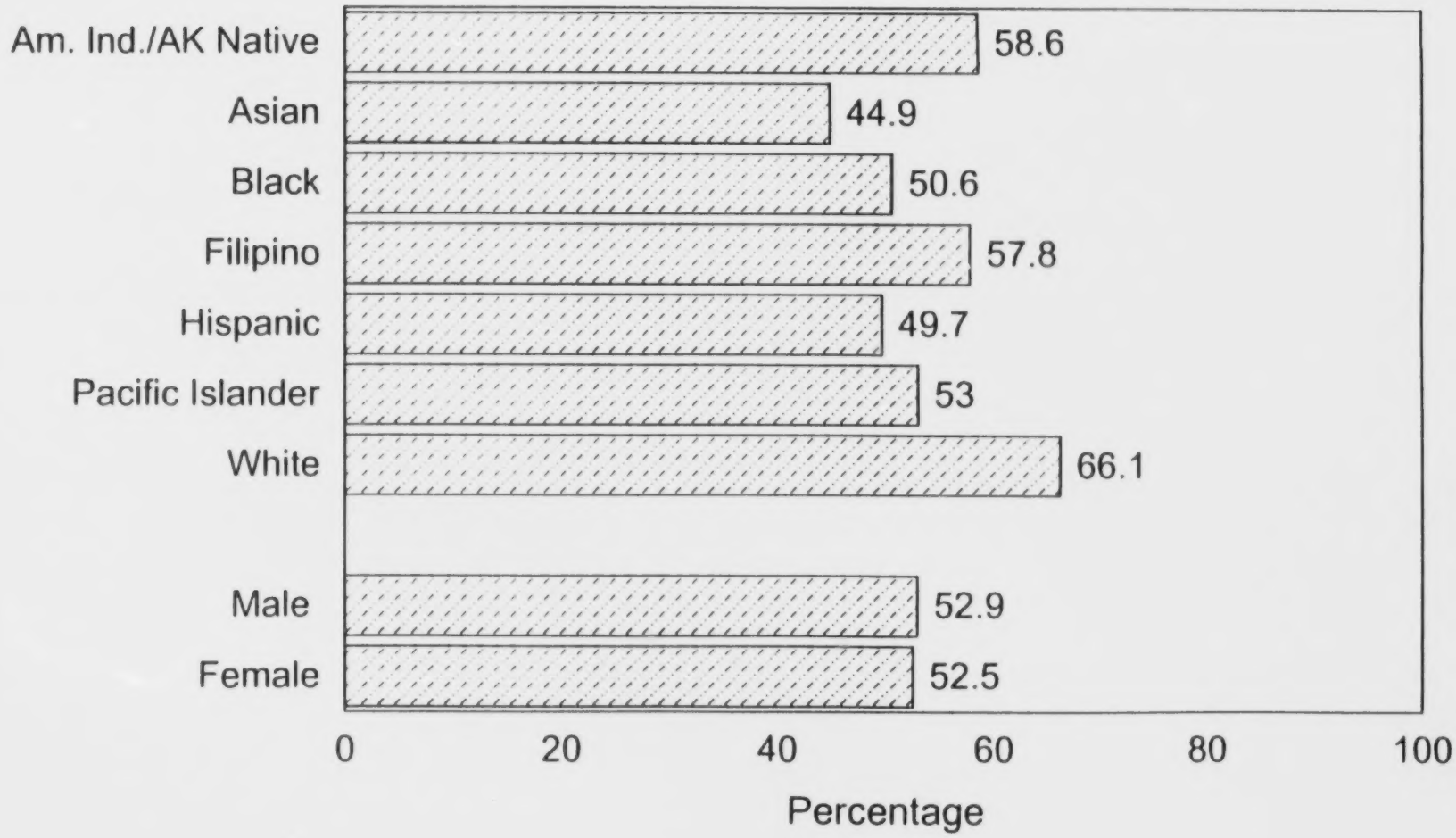

Figure 3. Seniors who worked part-time while attending high school, by ethnicity and sex (N=15,345).

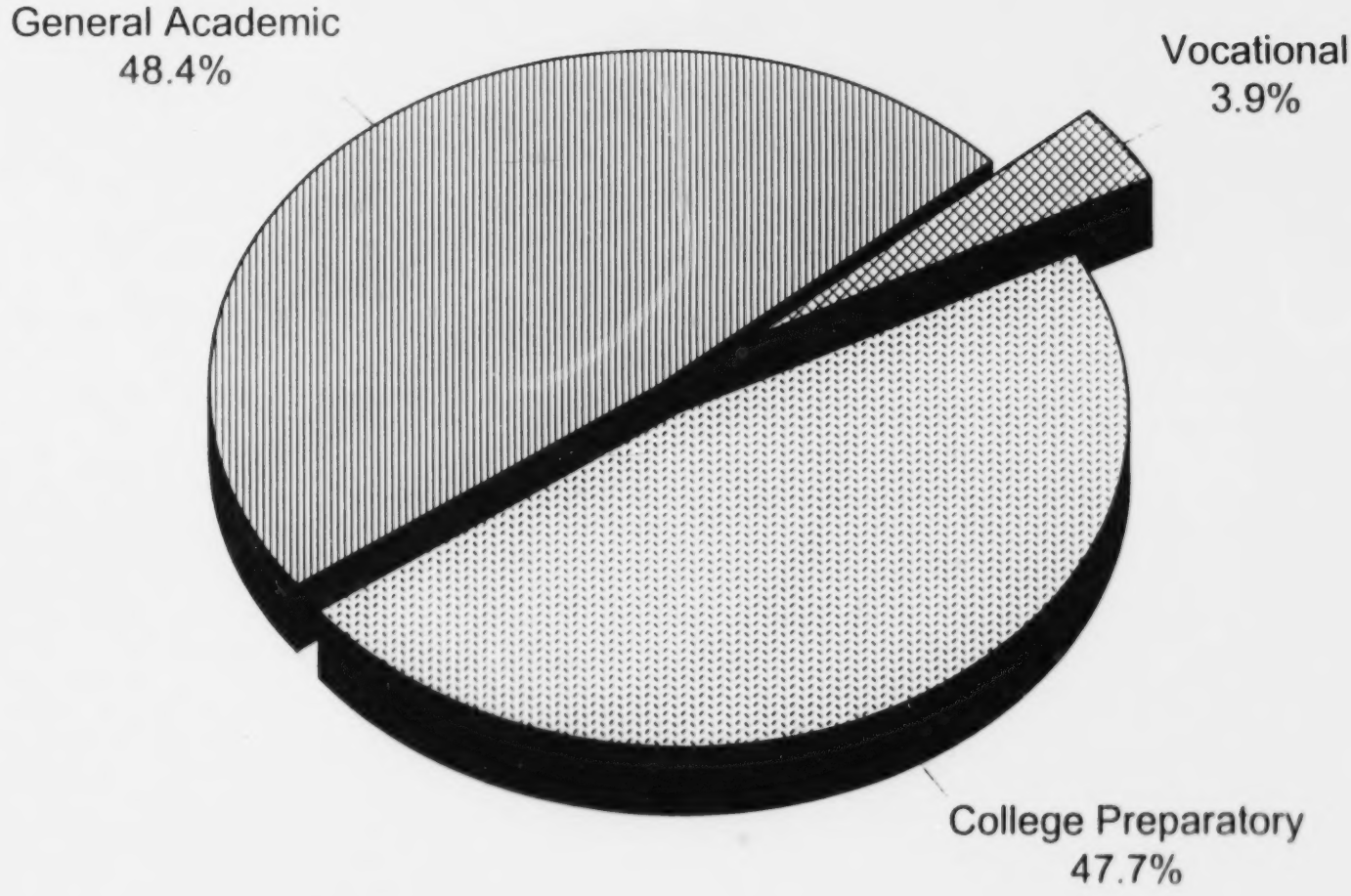

Figure 4. High school courses seniors completed (N=14,108).

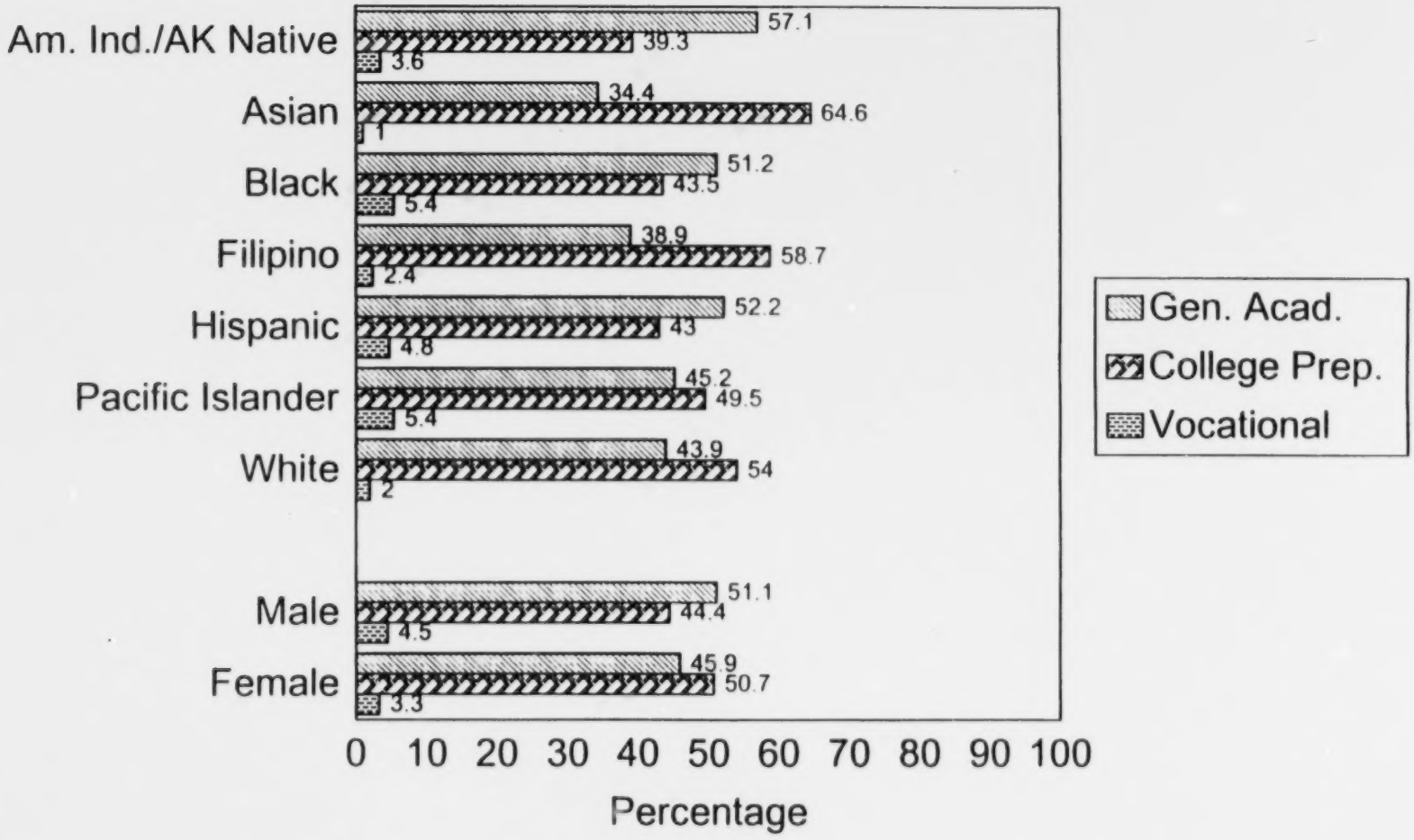

Figure 5. High school courses seniors completed, by ethnicity and sex (N=14,108).

and Filipino (9%) responding seniors comprised the smaller groups of ESL students. There were minimal differences in the proportion of male and female students who took ESL classes (Table A-6).

College Entrance Exams

Nearly 7,500 (51%) seniors reported that they had taken the Scholastic Aptitude Test (SAT) while only about 2,600 (20%) students reported taking the American College Test (ACT) (Tables A-7 & A-8). The majority of respondents took the ACT (86%) only once. However, over one third (35%) of the respondents took the SAT twice.

More Asian students (83%) took the SAT than students of other ethnic groups. Filipino and White students had the next highest rate, 69% and 62% respectively. There were minimal differences in the percentages of students who took the SAT across ethnic groups. More females than males took the SAT and the ACT.

Although nearly 7,500 students reported having taken the SAT, only about 3,800 (52%) reported their verbal and mathematics scores (Table A-9). There was a much lower response rate, about 1,430 (11%), for the ACT scores. Seniors reported having a mean score of 517 on the mathematics component of the SAT. They reported having a mean score of 497 on the verbal component. White students scored highest (mean score = 557) on the verbal SAT and Asian students scored highest (mean score = 589) on the mathematics SAT. On the other hand, Hispanic students reported the lowest score (mean score = 454) on the verbal SAT, and Black students reported the lowest score (mean score = 456) on the mathematics SAT. Overall, male students (mean score =503) outperformed female students (mean score = 493) on both the verbal and mathematics tests.

Students' performance on the ACT varied slightly by ethnic groups. As shown in Table A-10, White and Asian students obtained the highest composite score, 23. Black and Hispanic students obtained the lowest score 19. Male and female students' composite scores were the same.

When compared, the scores of the respondents in this study were higher than those reported by the district. Differences may be attributed to the fact that the district scores included scores for all LAUSD high school students (not just seniors) who took the tests. This study considered the scores of only those seniors who responded to the survey: a subset of the total that took the tests. It is also likely that the students who reported their scores on the survey were willing to do so because they felt they had done well on the achievement tests. Those who felt their scores were low may have been less likely to report them.

The verbal and mathematics SAT scores of the respondents in this study were higher than the district SAT scores, but were similar to the state and national SAT scores. The ACT composite scores of the respondents in this study were comparable to the district, state, and national ACT composite scores (Figure 6).

Grade Point Average (GPA)

About 86% of the responding seniors reported their GPAs. Although students attended different types of high schools, ranging from magnets to schools for the handicapped, there was little variation in GPA—the average being 2.8 (Table A-11). However, data analyzed by individual ethnic group revealed that Asian (mean = 3.2) and White (mean = 3.0) students obtained higher GPAs than other groups. Male and female students reported similar GPAs (mean = 2.8).

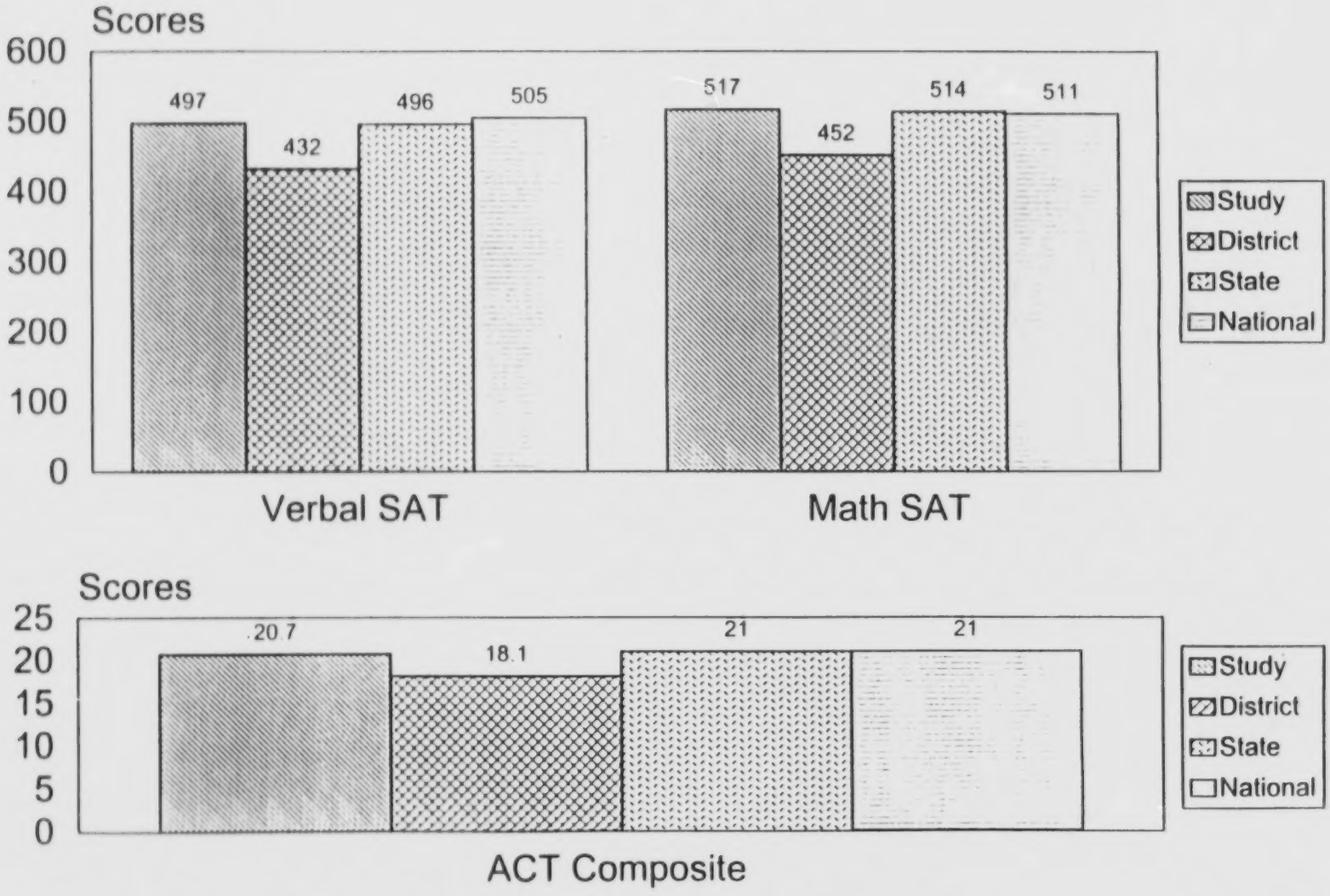

Figure 6. Comparison of SAT and ACT scores

Hours of Homework

Reported hours of homework ranged from less than an hour each week to more than 2 hours daily. About 32% of the respondents said they spent more than 2 hours daily doing homework and 22% said they spent about 3 to 4 hours each week. An examination of the data by ethnic groups revealed that 45% of Asian students reported spending more than 2 hours doing homework per day while 27% of Black students reported the same amount of homework time. In addition, 12% of American Indian/Alaskan Native and 11% of Pacific Islander students reported spending less than an hour per week on homework (Table A-12). The table also shows the hours of homework as reported by male and female respondents. On an average, females reported spending more hours on homework each week than male students. For example, more females (37%) than males (27%) reported spending more than 2 hours per week.

Dropout Issues

The dropout issue has been, and still is, a major concern of staff at all levels in LAUSD. Seniors were considered to be an excellent source of information on reasons students thought of dropping out and the reasons they changed their minds and remained in school. Three questions requested such information (see questionnaire in Appendix B). The first question asked seniors whether they had considered dropping out of school. In response, 84% said "no" and 16% said "yes." Of the seniors who said "yes," certain ethnic groups considered dropping out more often than others. For example, 31% of American Indian/Alaskan Native students had given some thought to leaving school, as compared to 12% of Asian and Filipino students. The percentages of male and female students who considered dropping out were about the same (Figure 7 and Table A-13).

Seniors who reported that they had considered dropping out of school were asked to share their reasons (Figure 8). Poor grades (15%) and attendance problems (13%) were the top reasons for dropping out. Other reasons included work responsibilities (10%), difficulty with schoolwork (10%), financial difficulties (9%), teacher problems (8%), students at school (7%), behavior problems (6%), and being age, 18 or older (5%). There were subtle differences in reasons for dropping out by ethnicity and sex (Table A-14).

The seniors were also asked the reasons they changed their minds about dropping out and remaining in school. Slightly more than one-third (37%) reported that they changed their minds because they believe it was important to graduate. A considerable percentage of seniors remained in school because of family (20%) and peer (13%) encouragement (Figure 9). There were minimal differences on the reasons seniors remained in school across ethnic groups and sex (Table A-15).

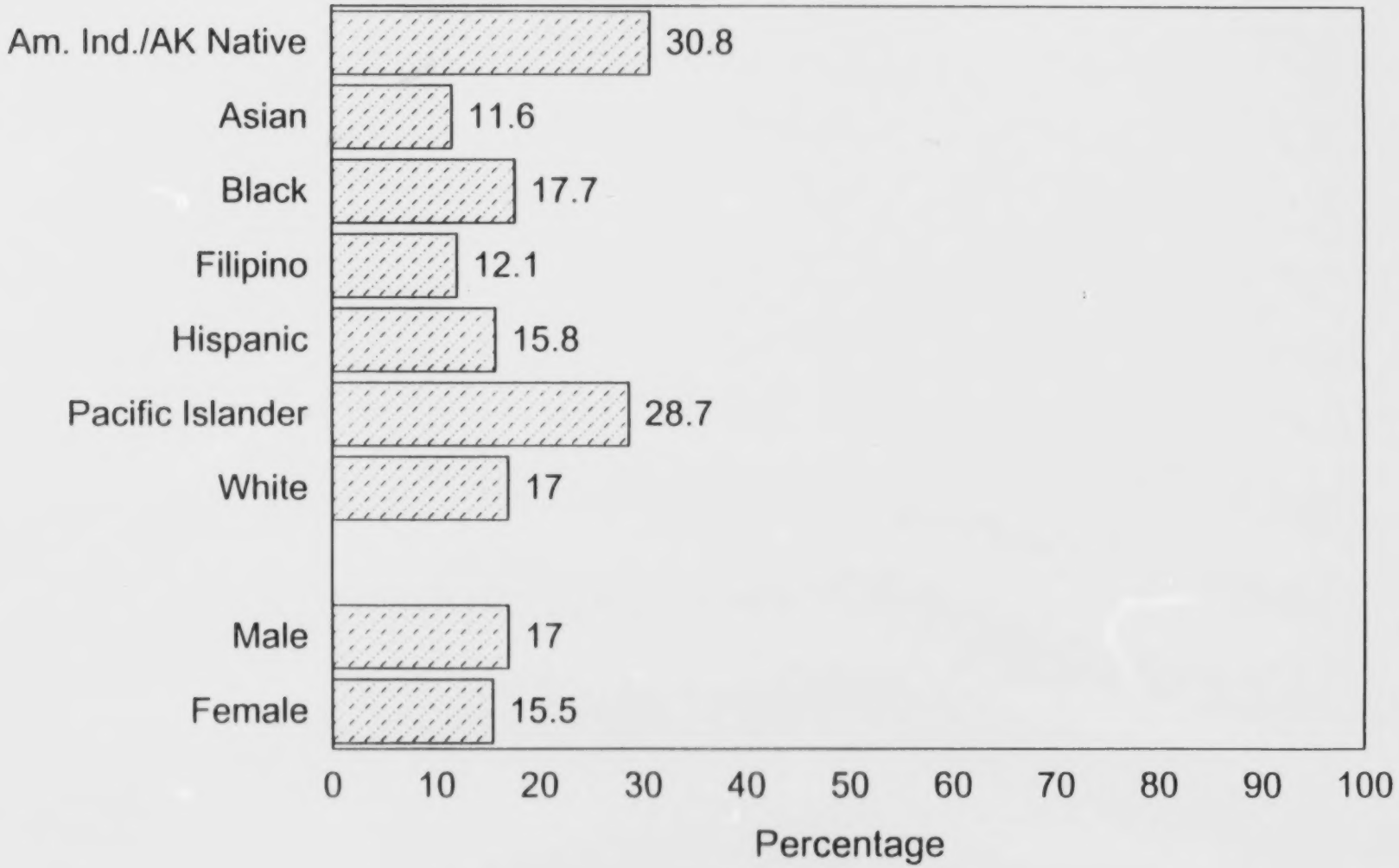

Figure 7. Seniors who considered dropping out of school, by ethnicity and sex (N=15,316).

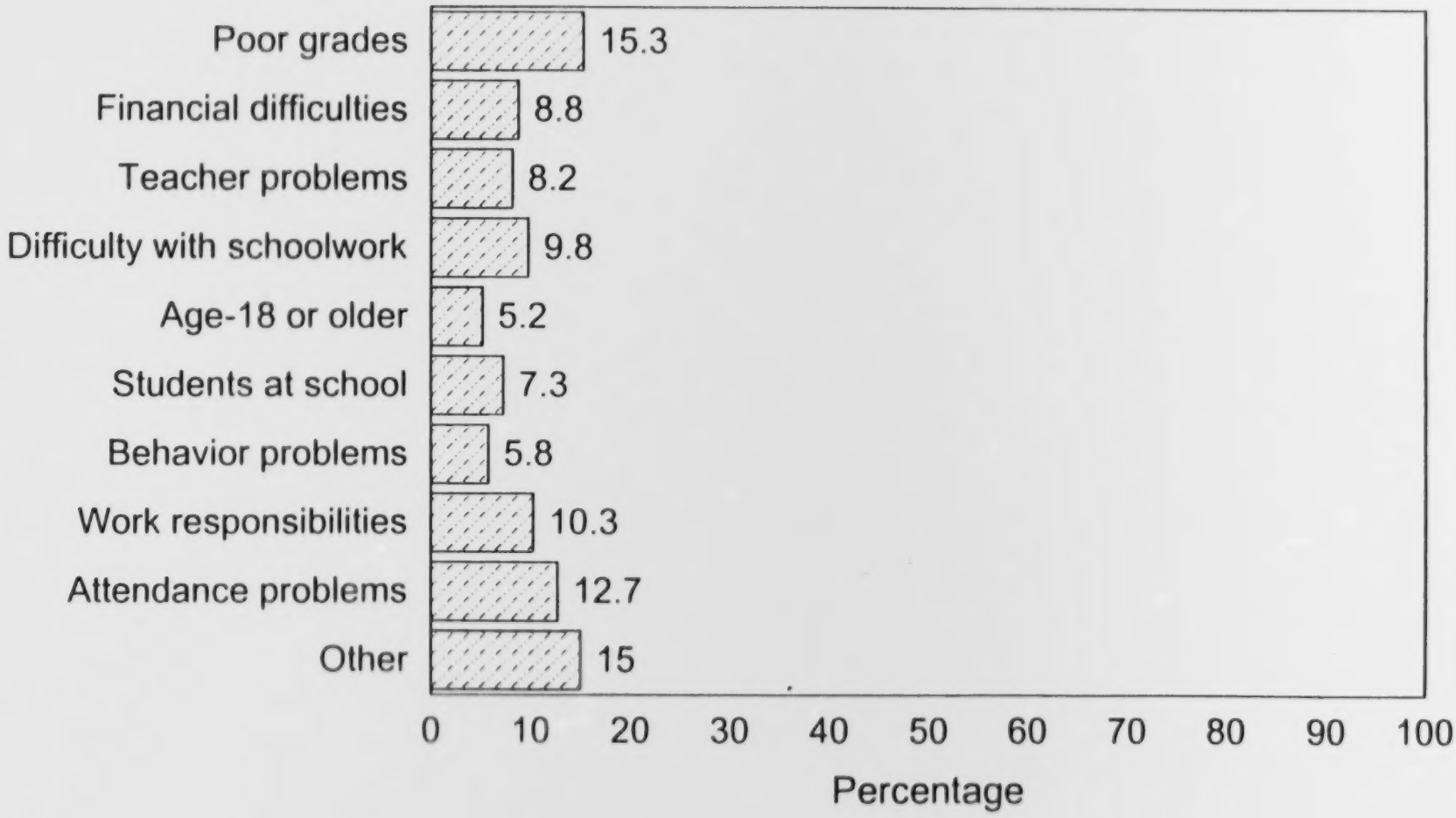

Figure 8. Reasons seniors considered dropping out of school (N=5,838).

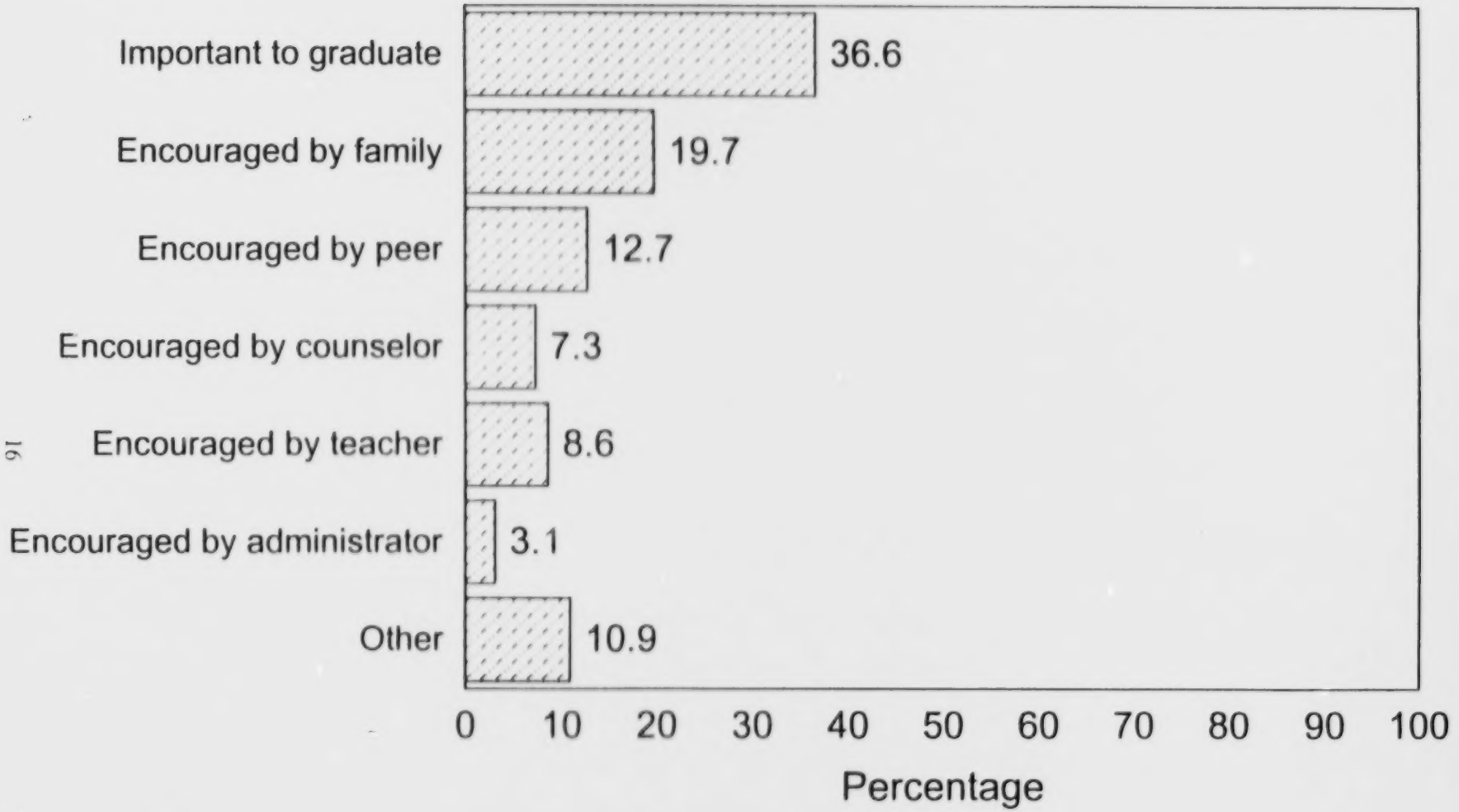

Figure 9. Reasons seniors changed their minds about dropping out of school (N=5,980).

Students Who Had Taken Algebra

An overwhelming majority (96%) of respondents took algebra prior to 12th grade. Most students began taking algebra in 8th (24%), 9th (39%), or 10th (24%) grade, though some students (4%) began in 7th grade. There was less than 1% of students who took algebra their senior year (Table A-16). The grade point average earned for Algebra 1A and Algebra 1B was 2.6. There were minimal response differences on average algebra grade received by ethnicity and sex (Table A-17).

Although an overwhelming majority of students took algebra, there were 4% who did not. Of the seniors who did not take algebra, the most common reasons for not taking algebra was that it was too difficult (21%); the counselors did not place them in algebra courses and they did not like mathematics (13%); and they were not interested in algebra (12%) (Table A-18).

Courses Seniors Wished They Had Taken

This question was newly added to the Plans of the 1997 Graduates. Seniors were asked to choose from a selection of nine courses that they wished they had taken while in high school, but did not. Many seniors wished they had taken computer science (23%) and business education (21%) courses. Other seniors were interested in industrial arts (11%) and fine arts (10%) courses (Figure 10). There were minimal response differences by ethnicity and sex (Table A-19).

Plans for Further Schooling

Seniors revealed a wide range of plans to continue their education, including attending 4-year colleges and universities, 2-year colleges, and vocational and technical schools.

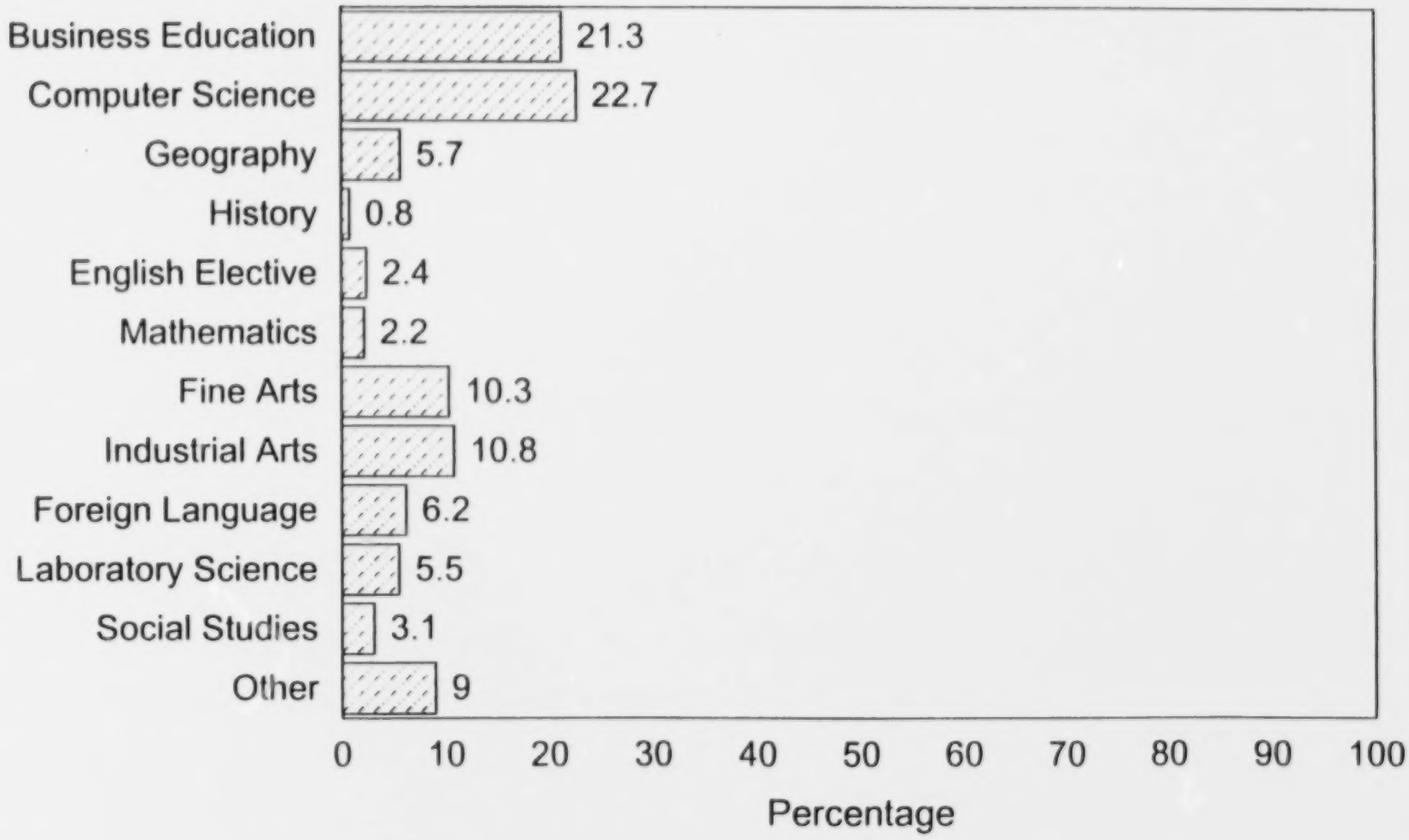

Figure 10. Courses seniors wished they had taken.

Approximately 36% of the responding seniors planned to attend 4-year colleges full-time while 25% planned to be full-time students in 2-year colleges (Figure 11).

Seniors' plans for further education differed by ethnic groups. Over 60% of Asian students planned to attend 4-year colleges compared to 26% of American Indian/Alaskan Native and 29% of Hispanic and Pacific Islander students. Approximately 24% of American Indian/Alaskan Native and Hispanic students intended to study and work part-time, whereas only 8% of Asian students expressed such plans. There were minimal differences in seniors' plans for further education by sex (Table A-20).

Seniors also named hundreds of vocational and technical schools or universities and colleges they had chosen to attend next fall. These institutions (Table A-21) ranged from local trade schools to prestigious universities throughout the United States. The majority of the college-bound students selected schools within California. The 2-year colleges selected by most students were Santa Monica College (n = 925), Pierce City College (n = 689), and Valley College (n = 641). The 4-year colleges chosen by most students were California State University, Northridge (n = 931), California State University, Los Angeles (n = 403), California State University, Long Beach (n = 313), and University of California, Los Angeles (n = 310).

Plans for Employment

The seniors named a variety of occupations that they planned to have, cutting across the whole spectrum of employment in this country. The highest number of students (n = 1,127)

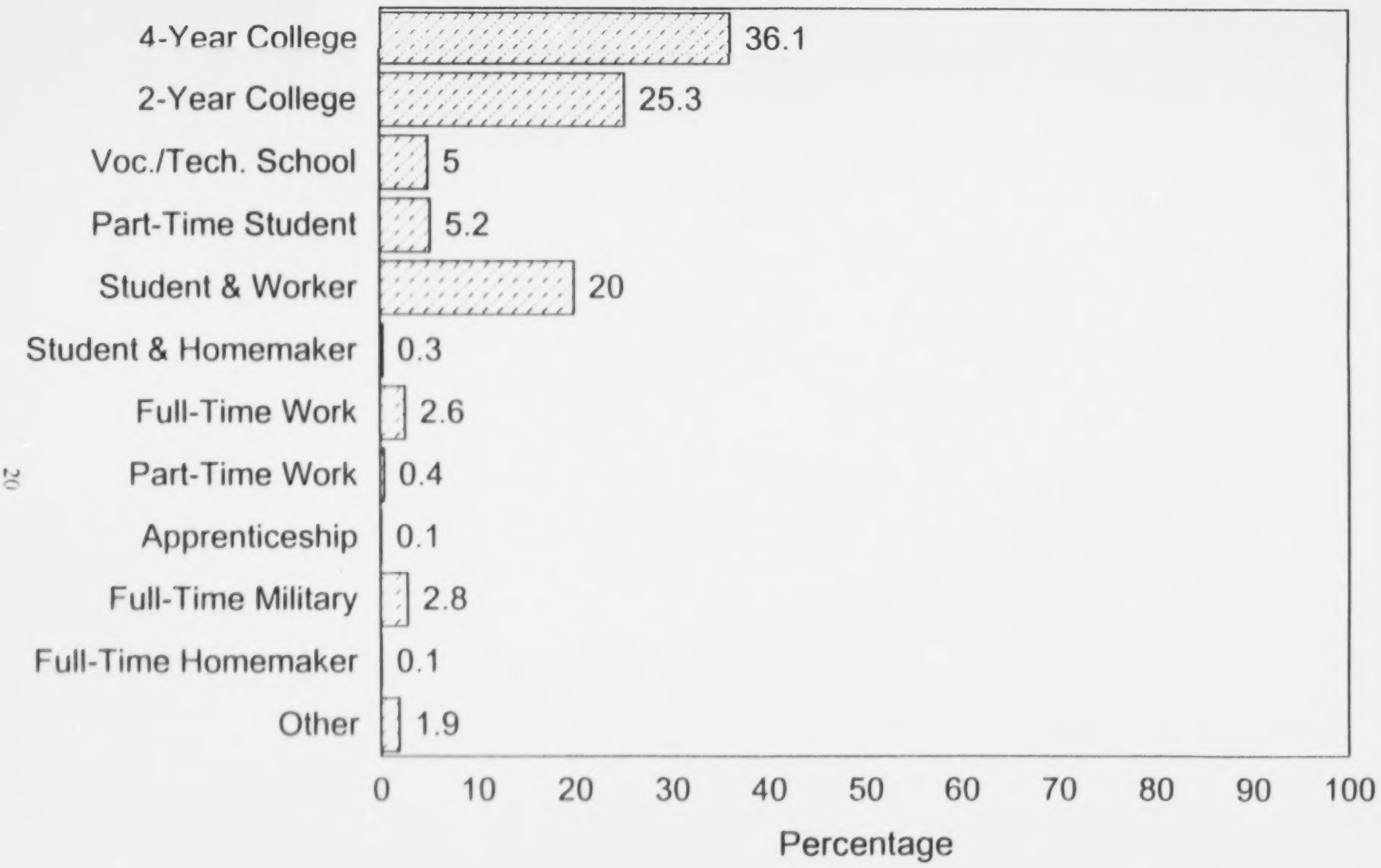

Figure 11. Seniors' plans for fall 1997 (N=15,146).

reported teaching as their intended future occupation. Business (n = 795), medicine (n = 749), nursing (n = 697), law (n = 592), and law enforcement (n = 572) were also the common choices (Table A-22).

Problems Facing Schools

More than 95% of the seniors responded to the question about the biggest problem facing their schools. Almost one third of the seniors (30%) reported lack of money to be the number one problem. Another 15% reported lack of student interest as the biggest problem. Other major problems included overcrowding in schools (10%), student drop-outs (7%), and lack of disciplines and teachers' lack of interest (5%). There were few differences in the responses by different ethnic groups and sex. A group of 1,755 (12%) seniors reported no serious problems facing their schools (Figure 12 and Table A-23).

Graduates were also asked to identify the best features of their schools. A number of students noted their teachers and quality of education (17%) as the top features of their schools. Others named the variety of programs (15%) and location of their schools (14%) as positive features (Figure 13 and Table A-24).

Ratings of High Schools

Finally, the survey asked seniors to rate their high schools on quality of instruction in language arts, mathematics, science, geography, history, computer science, and employment preparation. All areas of instruction received close to an Above Average rating (mean = 3.6). Responses by ethnicity and sex closely paralleled those of the overall sample (Table A-25).

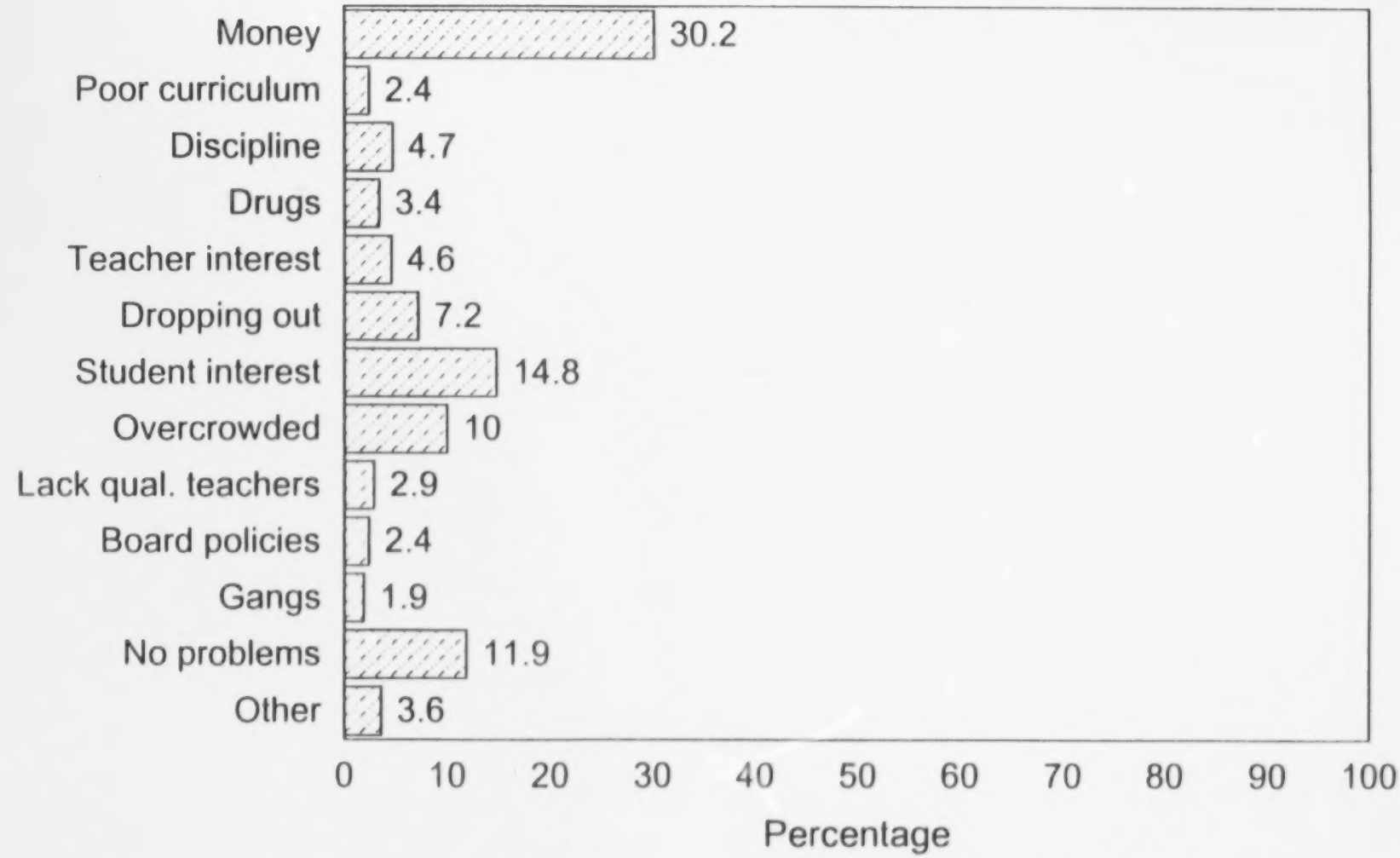

Figure 12. Most serious problems facing schools (N=14,765).

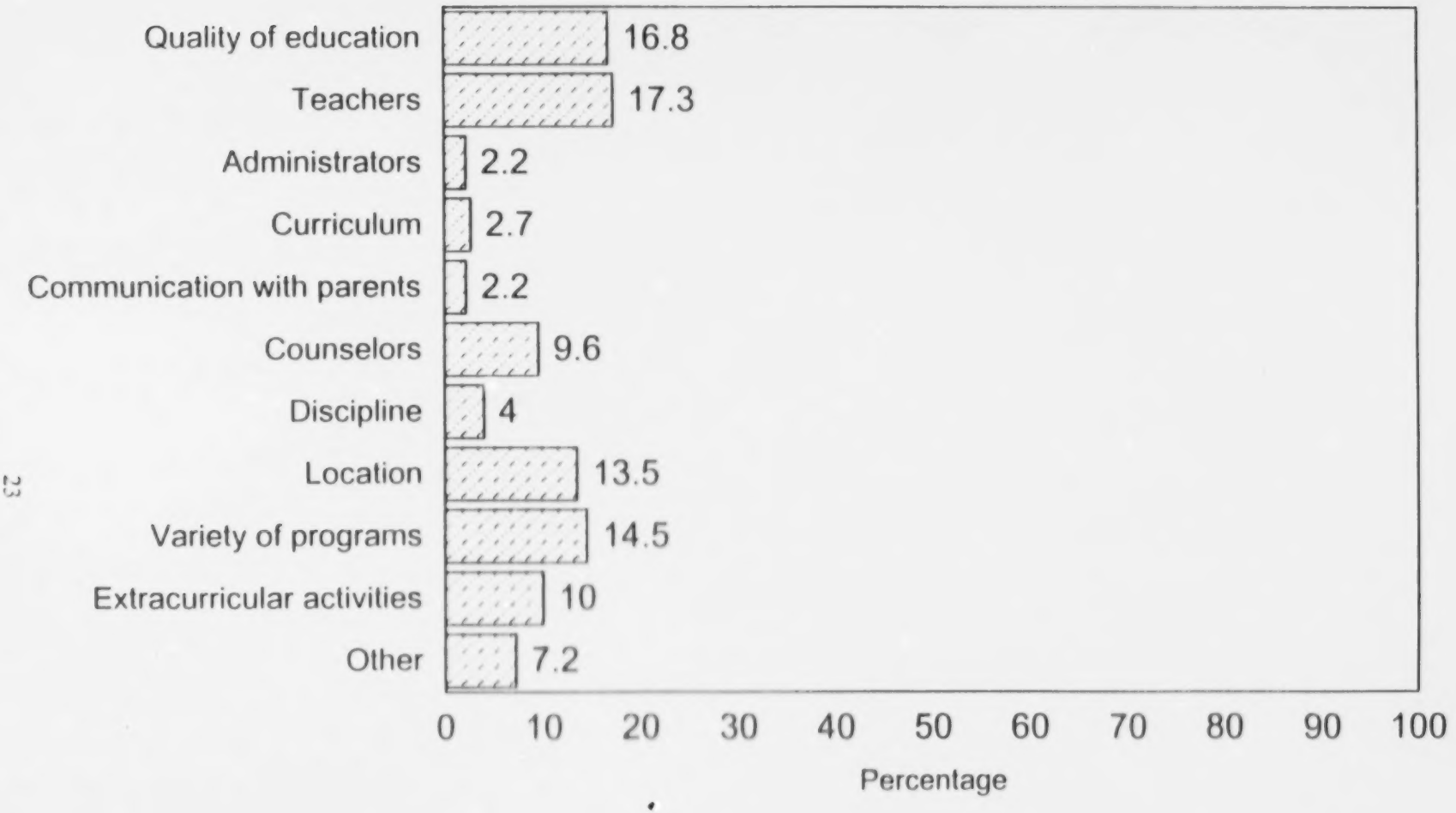

Figure 13. Best features of the schools (N=14,181).

Students also rated other aspects of their schools. Students' school reputation, spirit, and instructional programs were rated as Average (mean = 3.3). However, the condition of school buildings and classrooms were rated as slightly Below Average (mean = 2.8). These ratings were consistent across ethnic and gender groups (Table A-26).

Summary of Findings

1. As of October 1996, 27,387 seniors were enrolled in LAUSD high schools. Of these, 15,496 (57%) completed questionnaires for this study.
2. Approximately half of the seniors (52%) held part-time jobs while in high school.
3. A large percentage of seniors took general academics (48%) and college preparatory courses (48%), while a much smaller percentage took vocational courses (4%).
4. Over 16% of the seniors had taken English as a Second Language (ESL) classes.
5. As of one month before graduation, 51% of the seniors had taken the Scholastic Aptitude Test (SAT) and 20% had taken the American College Test (ACT).
6. The grade point average among the seniors was 2.8.
7. Approximately 32% of the seniors spent more than 2 hours each day doing homework. Another 22% spent about 3 to 4 hours each week doing homework.
8. About 16% of the seniors had considered dropping out of school but changed their minds. Many seniors considered dropping out because of poor grades (15%) and attendance problems (13%). On the other hand, many seniors changed their minds because they believed it was important to graduate (37%) and were encouraged by family to stay in school (20%).
9. Almost all (96%) of the seniors had taken algebra by the time they reached 12th grade. The grade point average for algebra across different grade levels was 2.6.
10. Many seniors wished they had taken computer science (23%) and business education (21%) courses while in high school but did not. Other seniors were interested in industrial arts (11%) and fine arts (10%) courses.

11. Approximately 36% of the seniors planned to attend 4-year colleges full-time, and 25% planned to attend 2-year colleges.
12. Relative to future employment, the highest number of seniors planned to be teachers.
13. The respondents named 288 colleges and universities or vocational and technical schools they planned to attend in fall 1997. The 2-year colleges most frequently named were Santa Monica College, Pierce City College, and Valley College. The most frequently named 4-year colleges and universities were California State University, Northridge, California State University, Los Angeles, and California State University, Long Beach.
14. Seniors noted their teachers and quality of education (17%) as the best features of their schools. On the other hand, seniors identified lack of money as the greatest problem (30%) facing high schools; other problems mentioned frequently were students' lack of interest (15%) and school overcrowding (10%).
15. Seniors rated all areas of their instruction as close to Above Average ratings.
16. Seniors rated their schools' reputation, spirit, and instructional programs as Average. However, they rated the condition of their school buildings and classrooms as slightly Below Average.

APPENDIX A

TABLES

Table 1

Number of Surveys Returned, by School

School	Number of 12th Graders Enrolled	Number of Surveys Returned	% Returned
Aggeler High School	5	4	80
Aliso High School	12	19	--*
Avalon High School	7	4	57
Banning High School Magnet Center	62	47	77
Banning High School	447	354	79
Bell High School	602	427	71
Belmont High School	720	290	40
Birmingham High School	445	70	16
Birmingham Journal Magnet	73	296	--*
Boyle Heights High School	10	5	50
Bravo Medical Magnet High School	312	240	77
Canoga Park High School	221	222	100
Carlson Hospital School	15	5	33
Carson High School	496	358	72
Central High School	106	7	1
Chatsworth High School	580	369	64
Cheviot Hills High School	18	3	17
Cleveland High School	252	356	--*
Cooper High School	5	1	20
Crenshaw High School	43	39	91
Del Rey High School	6	11	--*
Dorsey High School	157	39	25
Dorsey Math/Sci Tech	102	43	42
Downtown Business Magnet CIP	134	41	31
Eagle Rock High School	339	58	17
Eagle Tree Contn High School	6	11	--*
Einstein High School	12	12	100
El Camino Real High School	508	412	81
Elizabeth LC	41	35	85
Evergreen High School	11	5	45
Fairfax High School	276	255	92
Fairfax Visual Arts	40	43	--*
Foshay LC	66	38	56
Francis Poly High School	478	387	81
Franklin High School	433	230	53
Fremont High School	550	233	42
Gardena High School	414	284	69
Garfield High School	804	593	74
Granada Hills High School	452	413	91
Granada/CSUN Mst Magnet	101	91	90

Table 1 (Continued)

School	Number of 12th Graders Enrolled	Number of Surveys Returned	% Returned
Grant Comm Magnet	65	51	78
Grant High School	588	534	91
Grey High School	30	25	83
Hamilton High School-Complex	331	251	76
Hollywood High School	402	130	32
Hope High School	10	8	80
Huntington Park High School	600	457	76
Independence High School	27	17	63
Independent Study Center	13	2	15
Indian Springs High School	7	6	86
Jefferson High School	457	316	69
Johnson High School	3	9	--*
Jordan High School	186	175	94
Jordan Math/Sci Tech	46	48	--*
Kennedy High School	378	401	--*
King/Drew Med Magnet High School	55	37	67
LACES	151	91	60
Leonis High School	16	15	94
Lewis High School	16	14	88
Lincoln High School	422	321	76
Locke High School	215	75	35
London High School	25	11	44
Los Angeles High School	384	77	20
Los Angeles Magnet CIP	60	43	72
Manual Arts High School	385	210	55
Manual Arts Magnet Center	58	69	--*
Marlton School	1	13	13
Marshall High School	604	364	60
MC/Alister Hospital School	67	13	19
Metropolitan High School	15	14	93
Mid-City Alternative School	18	12	67
Middle College High School	59	38	64
Mission High School	11	10	91
Moneta	24	10	42
Monroe High School	492	301	61
Monterey High School	52	5	1
Narbonne High School	314	218	69
Narbonne Magnet Math/Sci	115	101	87
Newmark High School	5	6	--*
North Hollywood High School	478	348	73

Table 1 (Continued)

School	Number of 12th Graders Enrolled	Number of Surveys Returned	% Returned
North Hollywood/Zoo Bio	49	47	96
Odyssey High School	23	15	65
Owensmouth High School	16	5	31
Palisades High School	331	366	--*
Patton High School	10	5	50
Phoenix High School	8	6	75
Pueblo De L.A. High School	16	9	56
Ramona High School	11	15	--*
Reseda High School	245	217	89
Riley Hospital School	19	12	63
Rodia High School	8	6	75
Roosevelt High School	755	419	55
San Antonio High School	13	7	54
San Fernando High School	537	389	72
San Pedro High School	463	279	45
Sherman Oaks CES	147	127	86
Slymar High School	331	308	93
South Gate High School	662	297	45
Stoney Point High School	16	4	25
Sylmar Math/Sci Magnet	78	31	40
Taft High School	556	407	73
Thoreau High School	13	11	85
Truth High School	13	7	54
University High School	428	215	50
Valley Alternative School	33	29	88
Venice for Language Magnet	125	90	72
Venice High School	307	195	64
Verdugo Hills High School	270	205	76

Table 1 (Continued)

Number of Surveys Returned, by School

School	Number of 12th Graders Enrolled	Number of Surveys Returned	% Returned
West Granada High School	5	5	100
Westchester High School	302	155	51
Westchester Mathematics Sci/Aero	67	54	81
Westside Alternative School	20	18	90
Whitman High School	11	10	91
Wilson High School	378	298	79
Youth Opp Unltd Alt High School	13	17	--*
Total	22,825	15,496	

Note. Number of 12th grade students enrolled taken from the Fall 1996 Preliminary Ethnic Survey. Magnet schools do not show returned surveys if they returned them with their regular high school's surveys.

*Return percentages exceeding 100% were omitted, the case for 14 schools. Percentages exceeded 100% when the number of surveys returned was higher than schools' 12th grade enrollment.

Table 2

Ethnicity and Sex of Responding Seniors

Ethnicity/Sex	n	%
American Indian/Alaskan Native	119	0.8
Asian	1,275	8.6
Black	3,482	23.5
Filipino	560	3.8
Hispanic	6,983	47.2
Pacific Islander	102	0.7
White	2,279	15.4
Total Respondents	14,800	100.0
Male	7,114	46.5
Female	8,181	53.5
Total Respondents	15,295	100.0

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity.

Table 3

Seniors Expecting to Graduate, by Ethnicity and Sex

Ethnicity/Sex	Expect to Graduate		Do Not Expect to Graduate	
	n	%	n	%
American Indian/Alaskan Native	111	94.1	7	5.9
Asian	1,245	97.9	27	2.1
Black	3,263	94.5	191	5.5
Filipino	544	97.8	12	2.2
Hispanic	6,575	95.0	349	5.0
Pacific Islander	96	95.0	5	5.0
White	2,214	97.4	59	2.6
Total Respondents	14,048	95.6	650	4.4
Male	6,657	94.4	396	5.6
Female	7,886	96.9	251	3.1
Total Respondents	14,543	95.7	647	4.3

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages are row percentages.

Table 4

Seniors Who Worked Part-Time, by Ethnicity and Sex

Ethnicity/Sex	Working Part-Time		Not Working Part-Time	
	n	%	n	%
American Indian/Alaskan Native	68	58.6	48	41.4
Asian	568	44.9	698	55.1
Black	1,744	50.6	1,702	49.4
Filipino	321	57.8	234	42.2
Hispanic	3,440	49.7	3,478	50.3
Pacific Islander	53	53.0	47	47.0
White	1,498	66.1	767	33.9
Total Respondents	7,692	52.4	6,974	47.6
Male	3,722	52.9	3,318	47.1
Female	4,263	52.5	3,850	47.5
Total Respondents	7,985	52.7	7,168	47.3

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages are row percentages.

Table 5

High School Courses Seniors Completed, by Ethnicity and Sex

Ethnicity/Sex	General Academic		College Prep		Vocational	
	n	%	n	%	n	%
American Indian/Alaskan Native	64	57.1	44	39.3	4	3.6
Asian	420	34.4	790	64.6	12	1.0
Black	1,602	51.2	1,360	43.5	168	5.4
Filipino	208	38.9	314	58.7	13	2.4
Hispanic	3,232	52.2	2,666	43.0	299	4.8
Pacific Islander	42	45.2	46	49.5	5	5.4
White	967	43.9	1,189	54.0	45	2.0
Total Respondents	6,535	48.4	6,409	47.5	546	4.0
Male	3,326	51.1	2,894	44.4	291	4.5
Female	3,407	45.9	3,766	50.7	248	3.3
Total Respondents	6,733	48.3	6,660	47.8	539	3.9

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages are row percentages.

Table 6

Seniors Who Had Taken ESL Classes, by Ethnicity and Sex

Ethnicity/Sex	ESL Classes Taken		No ESL Classes Taken	
	n	%	n	%
American Indian/Alaskan Native	6	5.1	111	94.9
Asian	243	19.1	1,027	80.9
Black	607	17.6	2,839	82.4
Filipino	49	8.8	510	91.2
Hispanic	1,258	18.2	5,652	81.8
Pacific Islander	7	6.9	94	93.1
White	190	8.4	2,084	91.6
Total Respondents	2,360	16.1	12,317	83.9
Male	1,215	17.2	5,839	82.8
Female	1,154	14.2	6,950	85.8
Total Respondents	2,369	15.6	12,789	84.4

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages are row percentages.

Table 7

Seniors Who Had Taken the SAT, by Ethnicity and Sex

Ethnicity/Sex	SAT Taken		No SAT Taken	
	n	%	n	%
American Indian/Alaskan Native	49	44.5	61	55.5
Asian	1,045	83.0	214	17.0
Black	1,443	44.4	1,810	55.6
Filipino	370	68.6	169	31.4
Hispanic	2,723	41.5	3,837	58.5
Pacific Islander	38	38.8	60	61.2
White	1,387	61.9	852	38.1
Total Respondents	7,055	50.2	7,003	49.8
Male	3,209	47.8	3,511	52.2
Female	4,149	53.1	3,663	46.9
Total Respondents	7,358	50.6	7,174	49.4

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages are row percentages.

Table 8

Seniors Who Had Taken the ACT, by Ethnicity and Sex

Ethnicity/Sex	ACT Taken		ACT Not Taken	
	n	%	n	%
American Indian/Alaskan Native	21	22.6	72	77.4
Asian	305	25.4	896	74.6
Black	583	20.6	2,242	79.4
Filipino	113	23.2	375	76.8
Hispanic	1,026	18.1	4,657	81.9
Pacific Islander	26	29.2	63	70.8
White	418	20.4	1,634	79.6
Total Respondents	2,492	20.0	9,939	80.0
Male	946	16.3	4,860	83.7
Female	1,655	23.4	5,414	76.6
Total Respondents	2,601	20.2	10,274	79.8

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages are row percentages.

Table 9

Verbal and Mathematics SAT Scores of Seniors, by Ethnicity and Sex

Ethnicity/Sex	Verbal		Math	
	n	Mean Score	n	Mean Score
American Indian/Alaskan Native	21	515	21	503
Asian	702	523	704	589
Black	633	463	635	456
Filipino	186	497	187	511
Hispanic	1,210	454	1,207	468
Pacific Islander	22	510	22	526
White	909	557	914	569
Total Respondents	3,683	497	3,690	517
Male	1,863	503	1,869	538
Female	1,967	493	1,967	498
Total Respondents	3,830	498	3,836	517

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity.

Table 10

Average ACT Scores of Seniors, by Ethnicity and Sex

Ethnicity/Sex	n	Standard Score
American Indian/Alaskan Native	6	21.3
Asian	201	22.9
Black	294	19.4
Filipino	74	21.1
Hispanic	477	19.1
Pacific Islander	12	20.3
White	300	23.3
Total Respondents	1,364	20.7
Male	536	21.3
Female	887	20.5
Total Respondents	1,423	20.8

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity.

Table 11

Grade Point Average (GPA) of Seniors, by Ethnicity and Sex

Ethnicity/Sex	Number of Students	GPA
American Indian/Alaskan Native	105	2.7
Asian	1,138	3.2
Black	2,968	2.6
Filipino	499	3.0
Hispanic	5,936	2.7
Pacific Islander	88	2.7
White	2,051	3.0
Total Respondents	12,785	2.8
Male	6,173	2.7
Female	7,023	2.8
Total Respondents	13,196	2.8

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. Grade point average scale: A = 4.0; B = 3.0; C = 2.0; D = 1.0.

Table 12

Hours of Homework Completed by Seniors Each Week, by Ethnicity and Sex

Ethnicity/Sex	Less Than 1 Hour/Week		1-2 Hours/ Week		3-4 Hours/ Week		5-6 Hours/ Week		1 Hour Daily		2 Hours+ Daily	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	14	12.0	18	15.4	23	19.7	12	10.3	15	12.8	35	29.9
Asian	41	3.2	117	9.2	207	16.3	192	15.1	140	11.0	573	45.1
Black	286	8.4	606	17.7	811	23.7	447	13.1	344	10.0	931	27.2
Filipino	23	4.2	65	11.7	114	20.6	90	16.2	49	8.8	213	38.4
Hispanic	436	6.3	975	14.2	1,536	22.3	921	13.4	837	12.2	2,176	31.6
Pacific Islander	11	10.8	9	8.8	19	18.6	21	20.6	9	8.8	33	32.4
White	152	6.7	275	12.1	463	20.4	303	13.4	324	14.3	749	33.1
Total Respondents	963	6.6	2,065	14.1	3,173	21.7	1,986	13.6	1,718	11.8	4,710	32.2
Male	577	8.2	1,136	16.2	1,539	21.9	951	13.6	941	13.4	1,872	26.7
Female	417	5.2	1,006	12.4	1,723	21.3	1,107	13.7	852	10.5	2,982	36.9
Total Respondents	994	6.6	2,142	14.2	3,262	21.6	2,058	13.6	1,793	11.9	4,854	32.1

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages are row percentages.

Table 13

Seniors Who Considered Dropping Out of School, by Ethnicity and Sex

Ethnicity/Sex	Considered Dropping Out		Did Not Consider Dropping Out	
	n	%	n	%
American Indian/Alaskan Native	36	30.8	81	69.2
Asian	147	11.6	1,116	88.4
Black	607	17.7	2,831	82.3
Filipino	67	12.1	488	87.9
Hispanic	1,092	15.8	5,806	84.2
Pacific Islander	29	28.7	72	71.3
White	384	17.0	1,880	83.0
Total Respondents	2,362	16.1	12,274	83.9
Male	1,197	17.0	5,833	83.0
Female	1,252	15.5	6,847	84.5
Total Respondents	2,449	16.2	12,680	83.8

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages are row percentages.

Table 14

Reasons That Seniors Considered Dropping Out, by Ethnicity and Sex

	Poor Grade		Financial Difficulties		Teacher Problems		Difficulty With Schoolwork		Age 18 or Older		Students at School		Behavior Problems		Work Responsibilities		Attendance Problems		Other	
Ethnicity/Sex	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	14	14.0	8	8.0	11	11.0	6	6.0	11	11.0	7	7.0	5	5.0	11	11.0	9	9.0	18	18.0
Asian	41	12.4	27	8.2	40	12.1	27	8.2	16	4.8	42	12.7	12	3.6	29	8.8	32	9.7	65	19.6
Black	222	16.6	140	10.4	107	8.0	131	9.8	77	5.7	79	5.9	76	5.7	155	11.6	168	12.5	185	13.8
Filipino	20	11.6	10	5.8	18	10.5	21	12.2	8	4.7	17	9.9	15	8.7	16	9.3	17	9.9	30	17.4
Hispanic	437	17.0	251	9.7	182	7.1	274	10.6	124	4.8	164	6.4	161	6.2	273	10.6	366	14.2	346	13.4
Pacific Islander	10	12.2	7	8.5	12	14.6	8	9.8	5	6.1	8	9.8	10	12.2	6	7.3	10	12.2	6	7.3
White	119	12.4	52	5.4	94	9.8	90	9.4	57	5.9	99	10.3	56	5.8	96	10.0	119	12.4	180	18.7
Total Respondents	863	15.5	495	8.9	464	8.3	557	10.0	298	5.4	416	7.5	335	6.0	586	10.5	721	13.0	830	14.9
Male	418	14.6	291	10.2	268	9.4	266	9.3	197	6.9	206	7.2	199	7.0	302	10.6	315	11.0	396	13.9
Female	473	16.4	222	7.7	211	7.3	306	10.6	105	3.6	221	7.7	142	4.9	300	10.4	428	14.8	478	16.6
Total Respondents	891	15.5	513	8.9	479	8.3	572	10.0	302	5.3	427	7.4	341	5.9	602	10.5	743	12.9	874	15.2

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages are row percentages. Students may have endorsed more than one item. Only 16% of the seniors who reported having considered dropping out responded to this item.

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Table 15

Reasons That Seniors Changed Their Minds About Dropping Out, by Ethnicity and Sex

Ethnicity/Sex	Encouraged by Family		Encouraged by Peers		Encouraged by Counselors		Encouraged by Teachers		Encouraged by Administrators		Believed It's Important to Graduate		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	14	16.5	12	14.1	6	7.1	6	7.1	2	2.4	29	34.1	16	18.8
Asian	55	16.4	42	12.5	25	7.4	32	9.5	11	3.3	137	40.8	34	10.1
Black	291	19.3	196	13.0	131	8.7	128	8.5	58	3.8	542	36.0	161	10.7
Filipino	32	16.6	27	14.0	18	9.3	22	11.4	9	4.7	67	34.7	18	9.3
Hispanic	601	21.8	344	12.5	197	7.1	258	9.3	71	2.6	1,022	37.0	270	9.8
Pacific Islander	17	21.8	17	21.8	4	5.1	4	5.1	4	5.1	24	30.8	8	10.3
White	138	17.6	105	13.4	48	6.1	49	6.3	27	3.4	301	38.4	115	14.7
Total Respondents	1,148	20.0	743	12.9	429	7.5	499	8.7	182	3.2	2,122	36.9	622	10.8
Male	568	20.7	337	12.3	203	7.4	222	8.1	87	3.2	1,005	36.6	322	11.7
Female	610	19.3	420	13.3	235	7.4	290	9.2	99	3.1	1,183	37.3	331	10.4
Total Respondents	1,178	19.9	757	12.8	438	7.4	512	8.7	186	3.1	2,188	37.0	653	11.0

Note. Sums for groups by ethnicity or sex are not equal because some students did not identify their ethnicity. Percentages are row percentages. Students may have endorsed more than one item. Only 16% of the seniors who reported having considered dropping out responded to this item.

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Table 16

Seniors Who Took Algebra at Each Grade Level, by Ethnicity and Sex

Ethnicity/Sex	7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		12th Grade	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	4	3.5	25	21.9	41	36.0	22	19.3	9	7.9	3	2.6
Asian	85	6.8	582	46.3	436	34.7	113	9.0	12	1.0	1	.1
Black	110	3.3	586	17.5	1,328	39.6	917	27.4	194	5.8	38	1.1
Filipino	19	3.4	176	31.7	242	43.5	95	17.1	14	2.5	1	.2
Hispanic	188	2.8	1,327	19.6	2,454	36.2	1,935	28.6	463	6.8	63	.9
Pacific Islander	3	3.0	25	25.0	34	34.0	27	27.0	4	4.0	1	1.0
White	107	4.8	686	30.7	976	43.6	323	14.4	68	3.0	12	.5
Total Respondents	516	3.6	3,407	23.7	5,511	38.3	3,432	23.9	764	5.3	119	.8
Male	276	4.0	1,596	23.2	2,581	37.4	1,697	24.6	361	5.2	62	.9
Female	267	3.4	1,938	24.3	3,157	39.6	1,811	22.7	420	5.3	56	.7
Total Respondents	543	3.7	3,534	23.8	5,738	38.6	3,508	23.6	781	5.3	118	.8

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages are row percentage. Total row percentages do not add to 100% because some students had not taken algebra. Only 4% of the seniors who reported not have taken algebra respond.

Table 17

Algebra Grades that Seniors Received, by Ethnicity and Sex

Ethnicity/Sex	Algebra 1A n	Algebra 1A Mean Grade	Algebra 1B n	Algebra 1B Mean Grade
American Indian/Alaskan Native	97	2.5	92	2.6
Asian	1,172	3.2	1,171	3.1
Black	3,022	2.4	2,864	2.3
Filipino	522	3.0	515	2.9
Hispanic	6,121	2.5	5,802	2.5
Pacific Islander	92	2.7	91	2.4
White	2,092	2.9	2,053	2.8
Total Respondents	13,118	2.6	12,588	2.6
Male	6,266	2.6	6,035	2.5
Female	7,296	2.7	6,985	2.6
Total Respondents	13,562	2.6	13,020	2.6

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. Grade point average scale: A = 4.0; B = 3.0; C = 2.0; D = 1.0.

Table 18

Reasons That Seniors Did Not Take Algebra, by Ethnicity and Sex

Ethnicity/Sex	Too Difficult		Not Interested		Don't Need		Didn't Like Teachers		Don't Like Math		No Ability		Not Going to College		Counselor Didn't Put Me in Algebra		Dropped Out		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	8	13.8	8	13.8	6	10.3	4	6.9	5	8.6	6	10.3	4	6.9	6	10.3	5	8.6	6	10.3
Asian	8	10.1	11	13.9	7	8.9	6	7.6	8	10.1	2	2.5	1	1.3	6	7.6	1	1.3	29	36.7
Black	166	22.2	91	12.1	37	4.9	49	6.5	95	12.7	65	8.7	31	4.1	99	13.2	54	7.2	62	8.3
Filipino	7	24.1	1	3.4	1	3.4	2	6.9	2	6.9	2	6.9	1	3.4	4	13.8	1	3.4	8	27.6
Hispanic	304	22.1	163	11.8	57	4.1	74	5.4	177	12.9	123	8.9	58	4.2	197	14.3	84	6.1	139	10.1
Pacific Islander	2	13.3	4	26.7	3	20.0	1	6.7	1	6.1	1	6.7	0	0.0	2	13.3	0	0.0	1	6.7
White	61	19.7	42	13.5	20	6.5	26	8.4	47	15.2	30	9.7	11	3.5	26	8.4	16	5.2	31	10.0
Total Respondents	556	21.3	320	12.2	131	5.0	162	6.2	335	12.8	229	8.8	106	4.1	340	13.0	161	6.2	276	10.6
Male	251	19.1	179	13.6	86	6.5	96	7.3	160	12.1	100	7.6	67	5.1	161	12.2	79	6.0	138	10.5
Female	319	23.6	151	11.2	54	4.0	69	5.1	183	13.5	128	9.5	36	2.7	184	13.6	83	6.1	147	10.9
Total Respondents	570	21.3	330	12.4	140	5.2	165	6.2	343	12.8	228	8.5	103	3.9	345	12.9	162	6.1	285	10.7

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages reported are row percentages. Students may have endorsed more than one item. Only 4% of the seniors who reported not have taken algebra responded to this item.

Table 19

Courses that Seniors Wished They Took, by Ethnicity and Sex

Ethnicity/Sex	Business Education		Computer Science		Geography		History		English Elective		Math		Fine Arts		Industrial Arts		Foreign Language		Lab Science		Social Science		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	36	18.9	27	14.2	6	3.2	7	3.7	9	4.7	9	4.7	21	11.1	24	12.6	10	5.3	18	9.5	4	2.1	19	10.0
Asian	416	22.9	414	22.8	105	5.8	16	0.9	42	2.3	35	1.9	198	10.9	207	11.4	96	5.3	62	3.4	62	3.4	162	8.9
Black	973	21.9	993	22.3	245	5.5	55	1.2	104	2.3	119	2.7	409	9.2	422	9.5	337	7.6	271	6.1	130	2.9	395	8.9
Filipino	179	21.8	212	25.8	57	6.9	5	0.6	19	2.3	10	1.2	86	10.5	78	9.5	32	3.9	47	5.7	30	3.6	67	8.2
Hispanic	1,976	20.8	2,255	23.7	522	5.5	60	0.6	202	2.1	204	2.1	1,010	10.6	1,062	11.2	564	5.9	587	6.2	280	2.9	789	8.3
Pacific Islander	26	22.0	22	18.6	6	5.1	0	0.0	2	1.7	3	2.5	15	12.7	11	9.3	10	8.5	3	2.5	6	5.1	14	11.9
White	544	20.8	509	19.4	176	6.7	20	0.8	76	2.9	55	2.1	267	10.2	312	11.9	166	6.3	104	4.0	102	3.9	287	11.0
Total Respondents	4,150	21.3	4,432	22.7	1,117	5.7	163	0.8	454	2.3	435	2.2	2,006	10.3	2,116	10.8	1,215	6.2	1,092	5.6	614	3.1	1,733	8.9
Male	1,972	20.2	2,374	24.4	558	5.7	94	1.0	197	2.0	213	2.2	866	8.9	1,152	11.8	568	5.8	622	6.4	296	3.0	836	8.6
Female	2,309	22.3	2,179	21.1	581	5.7	74	0.7	275	2.7	229	2.2	1,195	11.6	1,015	9.8	675	6.5	485	4.7	336	3.3	976	9.4
Total Respondents	4,281	21.3	4,553	22.7	1,142	5.7	168	0.8	472	2.4	442	2.2	2,061	10.3	2,167	10.8	1,243	6.2	1,107	5.5	632	3.1	1,812	9.0

Note: Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages reported are row percentages. Students may have endorsed more than one item.

Table 20

Seniors' Plans for Fall 1997, by Ethnicity and Sex

Ethnicity/Sex	Full Time Student 4-year College		Full Time Student 2-year College		Full Time Student Voc/Tech School		Part Time Student		Part Time Student Part Time Worker		Part Time Student Homemaker	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	30	25.6	29	24.8	10	8.5	7	6.0	28	23.9	--	--
Asian	816	64.5	276	21.8	17	1.3	20	1.6	105	8.3	--	--
Black	1,100	32.6	906	26.8	211	6.2	223	6.6	638	18.9	10	0.3
Filipino	248	44.7	140	25.2	26	4.7	9	1.6	99	17.8	3	0.5
Hispanic	1,976	29.0	1,684	24.7	411	6.0	406	6.0	1,657	24.3	29	0.4
Pacific Islander	29	29.3	30	30.3	8	8.1	3	3.0	16	16.2	--	--
White	999	44.3	583	25.9	55	2.4	94	4.2	367	16.3	5	0.2
Total Respondents	5,198	35.9	3,648	25.2	738	5.1	762	5.3	2,910	20.1	47	0.3
Male	2,331	33.7	1,771	25.6	445	6.4	428	6.2	1,175	17.0	7	0.1
Female	3,081	38.3	2,026	25.2	306	3.8	341	4.2	1,812	22.5	43	0.5
Total Respondents	5,412	36.2	3,797	25.4	751	5.0	769	5.1	2,987	20.0	50	0.3

Table 20 (Continued)

Ethnicity/Sex	Full-Time Worker		Part-Time Worker		Apprentice-ship Program		Military		Full-Time Homemaker		Other	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	3	2.6	1	0.9	--	--	4	3.4	1	0.9	4	3.4
Asian	7	0.6	1	0.1	--	--	15	1.2	--	--	8	0.6
Black	91	2.7	18	0.5	6	0.2	106	3.1	5	0.1	63	1.9
Filipino	3	0.5	2	0.4	--	--	11	2.0	1	0.2	13	2.3
Hispanic	233	3.4	34	0.5	11	0.2	227	3.3	7	0.1	136	2.0
Pacific Islander	2	2.0	1	1.0	--	--	6	6.1	1	1.0	3	3.0
White	52	2.3	6	0.3	2	0.1	42	1.9	1	0.0	47	2.1
Total Respondents	391	2.7	63	0.4	19	0.1	411	2.8	16	0.1	274	1.9
Male	231	3.3	44	0.6	16	0.2	315	4.6	7	0.1	150	2.2
Female	164	2.0	20	0.2	4	0.0	110	1.4	9	0.1	131	1.6
Total Respondents	395	2.6	64	0.4	20	0.1	425	2.8	16	0.1	281	1.9

Note: Group totals by ethnicity and sex differ because some students did not identify their ethnicity. Percentages are row percentages.

Table 21

Listing of Vocational and Technical Schools or Colleges and Universities Seniors Plan to Attend in Fall 1997

School	Number of Students
California State University, Northridge[2]	931
Santa Monica College	925
Pierce City College	689
Valley College	641
El Camino College	447
California State University, Los Angeles[6]	403
East Los Angeles City College	352
Pasadena City College	324
Mission College	317
California State University, Long Beach[9]	313
University of California, Los Angeles[1]	310
Los Angeles City College	307
Los Angeles Trade Technical College	294
Harbor City College	265
Cerritos College	227
University of California, Santa Barbara[5]	225
Glendale College	202
California State University, Dominquez Hills[10]	187
University of California, Irvine[7]	171
University of California, Berkeley[4]	164
San Diego State University	129
University of Southern California[3]	125
University of California, Riverside	113
ITT Institute	111
California Polytechnic University, Pomona	108
Rio Hondo College	105
Long Beach City College	99
Moorpark College	99
College of the Canyon	95
University of California, San Diego[8]	89
Mount St. Mary's College	77
University of California, Santa Cruz	75
California State University, Fullerton	52
San Francisco State University	50
Devry Institute of Technology	49
Loyola Marymount University	47
West Los Angeles City College	47
US Naval Academy	44
South West College	42
University of California, Davis	41
Military Technical School	38
US Marine Corps Academy	34

Table 21 (Continued)

School	Number of Students
West Valley Occupational Center	34
Brooks Institute	32
Fashion Institute of Design and Merchandising	32
US Airforce Academy	32
Woodbury College	29
University of Arizona	28
San Jose State University	25
North Valley Occupation	25
Occidental College	24
Universal Technical Institute	21
Otis Art Institute of Parsons School of Design	21
Fullerton Community College	21
Computer Learning Center	21
California Polytechnic University, San Luis Obispo	20
Mount San Antonio College	20
Bryman College	19
University of San Diego	19
Los Angeles Vocational College	19
Santa Barbara City College	18
Boston University	15
Brigham Young University	15
Humboldt State University	15
Marymount College	15
New York State College	14
Concorde Career Institute	14
Arizona State University	12
California State University, Fresno	12
California State University, San Bernardino	12
Clark University	12
Stanford University	12
University of Colorado	10
American College	10
Xavier University	10
Abraham Friedman Occupation Center	9
Pepperdine University	9
University of Washington	9
University of Michigan	9
California Institute of the Arts	8
Columbia University	8
Compton College	8
Grambling State University	8
University of La Verne	8
University of Nevada, Las Vegas	8
Harvard University	7

Table 21 (Continued)

School	Number of Students
Howard University	7
Occupational Training Services	7
Utah State University	7
Whittier College	7
New Mexico State University	7
Cypress College	6
Musicians Institute	6
Northwestern University	6
Riverside College	6
Massachusetts Institute of Technology (MIT)	6
United Education Institute (UEI)	6
Harbor Skilled Center	6
Greensboro College	5
California State University, Chino	5
Job Corp	5
Morehouse College	5
Pitzer College	5
Police Academy	5
Sonoma State University	5
Spellman College	5
University of Redland	5
University of Illinois	5
Brandeis University	5
Tuskegee University	5
California Institute of Technology	5
Hawaii Pacific College	5
Embry-Riddle Aeronautical University	5
East Los Angeles Occupational Center	5
High-Tech Institute	5
Art Center College of Design	4
Azusa Pacific University	4
Beauty School	4
Cornell University	4
Loma Linda University	4
Newberry Beauty	4
Oregon State University	4
Princeton University	4
University of Oregon	4
Amherst College	4
California Culinary Academy	4
Concordia College	4
Citrus College	4
Fresno City College	4
California Lutheran College	4

Table 21 (Continued)

School	Number of Students
Boston College	3
Brown University	3
Chapman College	3
Claremont McKenna College	3
Dartmouth College	3
Northern Arizona University	3
Mesa College	3
Orange Coast College	3
Sacramento State University	3
Santa Rosa Junior College	3
Southern University	3
University of Pennsylvania	3
Yale University	3
Reed College	3
Vassar College	3
University of Hawaii	3
Hampton University	3
Evergreen State College	3
Syracuse University	3
Chaffey Community College	3
Ohio State University	3
University of Minnesota	3
St Mary's College	3
Florida A & M University	3
Florida State University	3
Culinary Arts Studio	3
University of Notre Dame	3
Biola University	2
California State University, Bakersfield	2
California State University, Sacramento	2
Cosmetology College	2
Cuesta College	2
Golden West College	2
Institute of Technology	2
Iowa State University	2
Life Bible College	2
Marinello School of Beauty	2
Mills College	2
Casa Loma College	2
Ricks College	2
Saddleback College	2
East Los Angeles Skill Center	2
Tulane University	2
Smith College	2

Table 21 (Continued)

School	Number of Students
Texas A & M University	2
Carleton College	2
Grossmont College	2
Fisk University	2
Cabrillo College	2
Morgan State University	2
Grinnell College	2
Bryant College	2
Diablo Valley College	2
Langston University	2
Antelope Valley College	2
Wellesley College	2
University of Wisconsin	2
Georgia Institute of Technology	2
Pima Community College	2
University of North Carolina	2
Phoenix Institute of Technology	2
University of Chicago	2
Pomona Community College	2
Oxnard College	2
Las Vegas Community College	2
Johns Hopkins University	2
Wesleyan University	2
Imperial Valley College	2
Modern Technology School of X-Ray	2
Houghton College	2
University of Montana	2
Alabama State University	1
University of British Columbia	1
Harvey Mudd College	1
John Perry Beauty College	1
Menlo College	1
Vidal Sassoon Academy	1
Rice University	1
Sawyer School	1
Scripps College	1
Sierra College	1
Travel Training Center	1
United Business College	1
University of Santa Clara	1
Van Nuys Business	1
Bowdoin College	1
National Education Center	1
Masters College	1

Table 21 (Continued)

School	Number of Students
Renssellaer Polytechnic Institute	1
Oberlin College	1
Orange County Business	1
Pacific Lutheran University	1
Dillard University	1
Pacific Coast College	1
Norwalk Community College	1
Bradford College	1
Technical Health Careers	1
California State University, Stanislaus	1
Associated Technical College	1
California Maritime Academy	1
Beloit College	1
Albany State College	1
Indiana University	1
Wheaton College	1
Purdue University	1
Central State University	1
Duke University	1
Colby University	1
Wilberforce University	1
Redwood College	1
Texas Southern University	1
Wentworth Academy	1
Florida International University	1
Morris Brown College	1
Irvine Valley College	1
Pace University	1
Paul Quinn College	1
Miami Dade Community College	1
College of The Desert	1
Oakwood College	1
Temple University	1
University of Cincinnati	1
Johnson and Wales University	1
University of Texas - El Paso	1
Willamethe University	1
Palomar College	1
Michigan State University	1
Fort Lewis College	1
George Washington University	1
Connecticut College	1
University of Nevada, Reno	1
Belmont College	1

Table 21 (Continued)

School	Number of Students
Oral Roberts University	1
Paine College	1
Institute of Computer Technology (ICT)	1
Saint John's Seminary College	1
Barnard College	1
Lane Community College	1
Columbia College - Hollywood	1
Universidad de Las Americas, Mexico	1
University of Judaism	1
Missouri State University	1
University of Denver	1
University of Maine	1
Williams College	1
King Drew Medical Center	1
Skyline Community College	1
Houston Community College	1
Louisiana State University	1
Adelante Career Institute	1
Pacific Christian College	1
Nyack College	1
Adams State College	1
Wiley College	1
University of Pittsburgh	1
Chico Beauty School	1
Shelby State Community College	1

[1-10] Ten Colleges, Universities, and Scholarship programs that received the most SAT Program Score Reports from LAUSD; 288 schools are listed.

Table 22

Listing of Seniors' Future Occupations

School	Number of Students
Teacher	1,127
Business	795
Physician	749
Nurse	697
Law Enforcement	572
Psychologist	407
Attorney	373
General/Other	372
Computer Technical	313
Computer Programmer	310
Engineer	279
Accounting	257
Designer	242
Physical Therapist	227
Computer Science	225
Entertainment	216
Architect	210
Medical - General	206
Firefighter	201
Mechanic	188
Artist	182
Writer/Journalist	168
Veterinarian	123
Social Worker	123
Electrical Engineer	123
Armed Forces	120
Beautician	105
Music	99
Secretary	99
Dentist	95
Management	93
Computer Operator	89
Electronics	86
Sports	73
Clerk/Clerical	70
Medical Assistant	68
Photography	63
Marketing	58
Pilot	58
Broadcasting	58
Communication	58
Child Care Worker	57

Table 22 (Continued)

School	Number of Students
Airline Attendant	56
Sales	54
Mechanical Engineer	52
Chef - Cook	51
Electrician	49
Marine Biologist	47
Real Estate	41
Politic/Politician	41
Probation officer	38
Biologist	38
Cinematography	38
Counselor	37
Financial/Loan Process	34
Dentist Assistant	33
Construction Worker	32
Teacher Assistant	32
Administrative Assistant	29
Zoologist	29
Drafting	29
Television Communication	28
Advertising	26
Bank Teller	26
Self-employed	26
Stock Broker	26
Auto Shop	25
Banker	25
Receptionist	24
Airline Worker	24
Public Relations	23
Chemist	23
Dental Hygienist	21
Paramedic	20
Environmentalist	17
Civil Engineer	16
Postal Employee	15
Scientist	15
Video Technician	14
Optometrist	14
Hotel	13
Minister	13
Carpenter	12
Machinist	11
Food Service	11
Oceanographer	11

Table 22 (Continued)

School	Number of Students
Athlete	11
Researcher	11
Cashier	10
Data Entry Operator	10
Contractor	10
Model	9
Archeologist	9
Court Reporter	8
Customer Service	7
Health Care	7
Insurance Agent	7
Travel Agent	7
Speech Therapist	7
Forest Ranger	7
Interpreter	7
Anthropologist	7
Geology	7
Longshoremen	7
Driver	6
Laborer	6
Painter	6
Plumber	6
Mortician	6
Sociologist	6
Astronomy	6
Refrigeration/Aircon/Heating	6
Printing	5
Stock Person	5
Telephone	5
Home Maker	5
Occupational Therapist	5
Historian	5
Gardener	4
Guard	4
Jeweler	4
Laboratory Technician	4
Astronaut	4
Bartender	3
Bookkeeping	3
Box Boy (Person)	3
Cable TV Installer	3
Maintenance	3
Publishers	3
Nutritionist	3

Table 22 (Continued)

School	Number of Students
Bus Boy	2
Collection/Credit	2
Delivery	2
Hospital Aide	2
Library	2
Lifeguard	2
Personnel	2
Telemarketing	2
Upholsterer	2
Waiter/Waitress	2
Word Processor	2
Nuclear Propulsion Engineer	2
Janitor	1
Quality Control	1
Farmer	1
Coroner	1
Egyptologist	1
Horticulture	1

Note. 148 occupations are listed.

Table 23

Most Serious Problems Facing Schools, by Ethnicity and Sex

Ethnicity/Sex	Lack of Money		Poor Curriculum		Lack of Discipline		Drugs		Teacher Lack of Interest		Student Dropout	
	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	28	24.3	6	5.2	5	4.3	1	0.9	7	6.1	5	4.3
Asian	323	26.4	40	3.3	87	7.1	23	1.9	51	4.2	46	3.8
Black	1,087	33.0	76	2.3	166	5.0	122	3.7	153	4.6	258	7.8
Filipino	172	31.7	17	3.1	42	7.7	9	1.7	18	3.3	19	3.5
Hispanic	1,971	29.7	134	2.0	279	4.2	257	3.9	301	4.5	646	9.7
Pacific Islander	32	32.7	4	4.1	3	3.1	2	2.0	6	6.1	6	6.1
White	642	29.1	58	2.6	92	4.2	74	3.3	107	4.8	54	2.4
Total Respondents	4,255	30.1	335	2.4	674	4.8	488	3.5	643	4.6	1,034	7.3
Male	2,058	30.5	169	2.5	388	5.8	275	4.1	292	4.3	352	5.2
Female	2,334	29.7	175	2.2	304	3.9	223	2.8	373	4.8	687	8.8
Total Respondents	4,392	30.1	344	2.4	692	4.7	498	3.4	665	4.6	1,039	7.1

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. Percentages are row percentages.

Table 23 (Continued)

Ethnicity/Sex	Student Lack of Interest		Overcrowded Schools		Lack of Qualified Teachers		School Board Policies		Gang Activity		No Serious Problems		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	24	20.9	11	9.6	6	5.2	5	4.3	1	0.9	9	7.8	7	6.1
Asian	205	16.8	137	11.2	64	5.2	27	2.2	29	2.4	143	11.7	48	3.9
Black	430	13.0	245	7.4	91	2.8	82	2.5	64	1.9	415	12.6	107	3.2
Filipino	94	17.3	45	8.3	19	3.5	10	1.8	27	5.0	57	10.5	13	2.4
Hispanic	939	14.1	691	10.4	128	1.9	129	1.9	127	1.9	820	12.3	224	3.4
Pacific Islander	16	16.3	5	5.1	1	1.0	3	3.1	4	4.1	12	12.2	4	4.1
White	361	16.3	287	13.0	103	4.7	77	3.5	20	0.9	230	10.4	104	4.7
Total Respondents	2,069	14.6	1,421	10.1	412	2.9	333	2.4	272	1.9	1,686	11.9	507	3.6
Male	969	14.4	654	9.7	202	3.0	188	2.8	176	2.6	783	11.6	240	3.6
Female	1,197	15.3	808	10.3	230	2.9	169	2.2	101	1.3	960	12.2	285	3.6
Total Respondents	2,166	14.8	1,462	10.0	432	3.0	357	2.4	277	1.9	1,743	11.9	525	3.6

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. The percentages are row percentages.

Table 24

Best Features of the Schools, by Ethnicity and Sex

Ethnicity/Sex	Quality of Education		Teachers		Administration		Curriculum		Communication with Parents		Counselors		Discipline		Location		Variety of Programs		Extracurricular Activities		Other	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
American Indian/ Alaskan Native	14	12.5	16	14.3	4	3.6	2	1.8	5	4.5	11	9.8	1	0.9	21	18.8	9	8.0	16	14.3	13	11.6
Asian	234	19.8	221	18.7	19	1.6	62	5.2	17	1.4	92	7.8	26	2.2	183	15.5	150	12.7	89	7.5	89	7.5
Black	594	18.8	508	16.1	85	2.7	79	2.5	79	2.5	333	10.6	135	4.3	362	11.5	451	14.4	324	10.3	204	6.5
Filipino	128	21.5	76	14.5	4	0.8	14	2.7	9	1.7	43	8.2	17	3.3	72	13.8	71	13.6	49	9.4	40	7.6
Hispanic	984	15.4	1,185	18.5	147	2.3	128	2.0	164	2.6	662	10.4	322	5.0	752	11.8	1,014	15.9	648	10.1	383	6.0
Pacific Islander	16	16.8	16	16.8	4	4.2	2	2.1	3	3.2	6	6.3	2	2.1	15	15.8	10	10.5	12	12.6	9	9.5
White	324	15.2	331	15.5	43	2.0	72	3.4	26	1.2	166	7.8	52	2.4	407	19.1	274	12.9	235	11.0	201	9.4
Total Respondents	2,294	16.9	2,353	17.3	306	2.3	350	2.6	303	2.2	1,313	9.7	555	4.1	1,812	13.3	1,981	14.6	1,373	10.1	939	6.9
Male	1,127	17.4	1,178	18.1	136	2.1	149	2.3	118	1.8	570	8.8	242	3.7	957	14.7	811	12.5	664	10.2	542	8.3
Female	1,226	16.3	1,249	16.6	179	2.4	219	2.9	189	2.5	771	10.2	323	4.3	932	12.4	1,230	16.3	749	10.0	460	6.1
Total Respondents	2,353	16.8	2,427	17.3	315	2.2	368	2.6	307	2.2	1,341	9.6	565	4.0	1,889	13.5	2,041	14.6	1,413	10.1	1,002	7.1

Note: Group totals by ethnicity and sex differ because some students did not identify their ethnicity. Percentages are row percentages.

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Table 25

Ratings of Quality of Instructional Subjects, by Ethnicity and Sex

Ethnicity/Sex	Language Arts Reading		Mathematics		Science		Geography		History		Computer Science		Employment Preparation	
	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean	n	mean
American Indian/ Alaskan Native	105	3.4	108	3.4	105	3.7	72	3.1	106	3.9	87	3.3	90	3.2
Asian	1,174	3.8	1,222	3.8	1,207	3.9	662	3.4	1,213	3.9	734	3.4	736	3.3
Black	3,123	3.7	3,241	3.5	3,203	3.7	2,179	3.4	3,247	3.9	2,309	3.5	2,519	3.5
Filipino	522	3.9	531	3.7	527	3.9	327	3.4	528	3.9	339	3.4	389	3.6
Hispanic	6,327	3.7	6,556	3.6	6,439	3.7	4,049	3.3	6,529	3.9	4,469	3.5	4,855	3.5
Pacific Islander	89	3.7	87	3.6	86	3.8	67	3.4	88	3.8	69	3.5	72	3.3
White	2,103	3.8	2,159	3.6	2,158	3.8	1,335	3.4	2,161	3.9	1,312	3.3	1,521	3.2
Total Respondents	13,443	3.8	13,904	3.6	13,725	3.8	8,691	3.4	13,872	3.9	9,319	3.5	10,182	3.5
Male	6,420	3.7	6,637	3.7	6,574	3.8	4,396	3.4	6,641	3.9	4,632	3.4	4,921	3.4
Female	7,458	3.8	7,721	3.6	7,599	3.7	4,587	3.3	7,691	3.9	4,991	3.5	5,622	3.5
Total Respondents	13,878	3.8	14,358	3.6	14,173	3.8	8,983	3.4	14,332	3.9	9,623	3.5	10,543	3.4

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. Scale is A (5) = Excellent, B (4) = Above Average, C (3) Average, D (2) = Below Average, F (1) = Poor. Percentages are row percentages.

Table 26

Ratings of Various Aspects of Schools, by Ethnicity and Sex

Ethnicity/Sex	Condition of Buildings and Classrooms		School Reputation		School Spirit		Instructional Program	
	n	mean	n	mean	n	mean	n	mean
American Indian/Alaskan Native	110	2.6	108	3.2	111	3.0	92	3.1
Asian	1,237	3.0	1,167	3.5	1,198	3.0	1,016	3.4
Black	3,309	2.8	3,173	3.4	3,275	3.1	2,859	3.4
Filipino	543	2.8	522	3.4	541	3.1	456	3.4
Hispanic	6,678	2.8	6,434	3.4	6577	3.3	5,665	3.4
Pacific Islander	96	2.7	94	3.6	96	3.1	78	3.4
White	2,229	2.9	2,155	3.5	2,187	3.1	1,858	3.4
Total Respondents	14,202	2.8	13,653	3.4	13,985	3.2	12,024	3.4
Male	6,757	2.9	6,471	3.4	6,635	3.2	5,800	3.4
Female	7,914	2.8	7,632	3.4	7,809	3.2	6,622	3.4
Total Respondents	14,671	2.8	14,103	3.4	14,444	3.2	12,422	3.4

Note. Group totals by ethnicity and sex differ because some students did not identify their ethnicity. Percentages are row percentages.

APPENDIX B

QUESTIONNAIRE

LOS ANGELES UNIFIED SCHOOL DISTRICT

Program Evaluation and Research Branch

Spring 1997

Survey of 12th Graders

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Evaluation and Research Branch

Survey of 12th Graders

Spring 1997

Dear 12th Graders:

We need to learn about your educational experiences and your goals for the future. We are asking you, just as we asked seniors in past years, to tell us about your plans after graduating and about your high school experiences.

This survey covers a range of topics, including background information, plans, and opinions. You personally know all the answers because the questions are about you. The personal information requested on the form is needed to verify that it comes from a 12th grader. Your answers will be kept in strict confidence. The results will be reported only as summaries, combining all answers in averages. No student names will appear with the responses.

Please use this class period to tell us about your high school experiences and your plans after graduating. You are the only one who can answer these question about your experiences, plans, and opinions.

Thank you very much for being such an important part of this survey, and best wishes for success and happiness.

Sincerely yours,

Barbara A. Smith, Administrator
Program Evaluation and Research Branch

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Evaluation and Research Branch
Research and Evaluation Unit

Spring 1997 Survey of 12th Graders

Part I: High School Experience

1. Student name _____
Last First Initial

2. (a) Sex (Circle one.): Male Female

(b) Birthday: Month ___ Day ___ Year ___

3. Ethnic group (*Check one only.*)

American Indian/ Alaskan Native___ Pacific Islander___
Black, not Hispanic___ Asian___
Filipino___ Hispanic___
White, not Hispanic___

4. Permanent address _____
Street

_____
City State Zip Code

5. School name _____

6. Do you live in this school's (item 5) attendance area?

Yes ___ No ___ Don't know ___

7. Which one of the following programs are you participating in this year? (*Check one.*)

___ Satellite Zone Program (SAT)

___ Capacity Adjustment Program (CAP)

___ Permits With Transportation (PWT)

___ None of the above

___ Don't know

(continued)

8. Do you expect to graduate in June 1997? Yes ___ No ___

9. When you graduate, which will you received? (*Check one only.*

A diploma ___ A letter of recommendation instead of a diploma ___

10. Did you work Part-Time while in high school? Yes ___ No ___

11. In what kind of high school courses were you enrolled? (*Check one only.*)

General academic___ College preparatory___ Vocational___

12. Did you take ESL (English as a Second Language) classes in high school?

Yes ___ No ___

13. Have you taken the Scholastic Aptitude Test (SAT)?

Yes ___ No___ (*If "No," skip to item 14.*)

How many times have you taken the SAT? ___ What were your best SAT scores?

Verbal ___ Mathematics ___

14. Have you taken the American College Test (ACT)? Yes ___ No ___ (*If "No," skip to item 15.*)

How many times have you taken the ACT? ___

What was your best composite ACT score? ___

15. Using A = 4.0, B = 3.0, C = 2.0, and D = 1.0, what is your overall high school grade-point average(GPA)? ___.___

16. On the average, about how many hours of homework were you assigned each week in high school? (*Check one only.*)

1 hour or less per *week* ___ 1-2 hours per *week* ___ 3-4 hours per *week* ___

5-6 hours per *week* ___ 1 hour per *day* ___ 2 hours or more per *day* ___

(continued)

17. Did you ever consider dropping out of school? Yes ___ No ___
(If "No," skip to item 20.

18. If "Yes" for question 17, why did you consider dropping out?
(Check all that apply.)

Poor grades	___	Students at school	___
Financial difficulties	___	Work responsibilities	___
Teacher problems	___	Behavior problems	___
Difficulty with schoolwork	___	Work responsibilities outside of school	___
Age: 18 or older	___	Attendance problems	___
		Other _____	
		(Please specify.)	

19. If "Yes" for question 17, why did you change your mind about dropping out? *(Check all that apply.)*

Encouraged by family	___	Encouraged by administrators	___
Encouraged by peers	___	Believed it was important to graduate	___
Encourage by counselors	___	Other _____	
Encouraged by teachers	___	*(Please specify.)*	

20. Including all college preparatory classes you have taken from 9th through 12th grade (and classes you are taking now), write the total number of YEARS you have taken classes in each of the subject categories listed below. If you repeated a class for a grade change, count that class only once.

(Example: If you have taken 1 year of French and 1/2 year of Spanish, you would write: 1 1/2 Foreign language.)

___ History, government, economics, geography

___ English (literature, composition, etc.)

___ College preparatory mathematics (algebra, geometry, etc.)

___ Laboratory science, (biology, chemistry, etc.)

___ Foreign language (French, Spanish, etc.)

___ Visual and performing arts (music, art, etc.)

___ College preparatory electives (visual and performing arts, advanced mathematics, etc.)

(continued)

21. In what grade did you begin Algebra 1?
(*Check one.*) (*If you have not taken algebra, skip to item 24.*

7th ___ 8th ___ 9th ___

10th ___ 11th ___ 12th ___ Not taken ___

22. What was your Algebra 1A grade? ___

23. What was your Algebra 1B grade? ___

24. If you have not taken Algebra 1, why not? (*Check all that apply.*)

Algebra was too difficult ..... ____
Not interested in algebra ..... ____
Don't need algebra ..... ____
Don't like the algebra teachers ..... ____
Don't like mathematics ..... ____
Don't have any ability in mathematics ..... ____
Not going to college, so don't need algebra ..... ____
Counselor did not put me in algebra ..... ____
Dropped out of algebra ..... ____
Other (*Please specify.*) _____

25. In high school, were there courses that you did not take but wish you had? (*Check all that apply).*

_____Business Education
_____Computer Science
_____Geography
_____History
_____English Elective
_____Mathematics
_____Fine Arts (music, art)
_____Industrial Arts (shop)
_____Foreign Language
_____Laboratory Science
_____Social Science
_____Other _____

(continued)

Part II: Plans

26. Choose the phrase that best describes your main plans for fall 1997. *(Check <u>one</u> only.)*

Full-time student in a 4-year college/university	____
Full-time student in a 2-year college	____
Full-time student in a vocational/technical school or skills center	____
Part-time student	____
Part-time student and Part-Time worker	____
Part-time student, homemaker	____
Full-time worker	____
Part-time worker	____
Worker in an apprenticeship program	____
Full-time military enlisted person	____
Full-time homemaker	____
Other (travel, take a break, attend school <u>later</u>, have no plans) Please describe "Other."	_____

27. What is the name of the job or occupation you plan to have in the future?

Specify: _____

28. Please write the full name of the vocational/technical school or college/ university you will be attending in Fall 1997.

_____

(continued)

Part III: Opinions

29. What is the single, most serious problem facing your school? (Check one only.)

Lack of money	___	Student lack of interest	___
Poor curriculum	___	Large school/overcrowded	___
Lack of discipline	___	Lack of qualified teachers	___
Student use of drug	___	School board policies	___
Teacher lack of interest	___	Gang activity	___
Students dropping out, not graduating	___	There are no serious problems	___
		Other: _____ (*Please specify.*)	

30. What is the single, best feature of your school? (*Check one only.*)

Quality of education	___	Counselors	___
Teacher	___	Discipline	___
Administrators	___	Location	___
Curriculum	___	Variety of programs	___
Communication with parents	___	Extracurricular activities	___
		Other: _____ (*Please specify.*)	

Please use the following scale for items 30 and 31.

Excellent A	Above average B	Average C	Below average D	Poor F	Don't know DK

31. Please rate the quality of instruction at your school in the following areas: (*Circle one answer for each item.*)

Language arts/reading	A	B	C	D	F	DK
Mathematics	A	B	C	D	F	DK
Science	A	B	C	D	F	DK
Geography	A	B	C	D	F	DK
History	A	B	C	D	F	DK
Computer science	A	B	C	D	F	DK
Employment preparation	A	B	C	D	F	DK

(continued)

32. Please rate your school on each of the following aspects:

Condition of school buildings and classrooms	A	B	C	D	F	DK
School reputation in the community	A	B	C	D	F	DK
School spirit	A	B	C	D	F	DK
Instructional program	A	B	C	D	F	DK

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